DOCUMENT RESUME

ED 095 871	88	IR 001 051

AUTHOR	Patterson, Eldon
TITLE	An Evaluation of Project PLAN.
INSTITUTION	Saint Louis Public Schools, Mo. Office of Planning and Program Development.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	Aug 74
GRANT	OEG-35-72-110
NOTE	450p.
EDRS PRICE	MF-$0.75 HC-$21.00 PLUS POSTAGE
DESCRIPTORS	Affective Tests; *Cognitive Measurement; *Computer Oriented Programs; Cost Effectiveness; *Curriculum Evaluation; *Elementary Education; Evaluation; Evaluation Criteria; Evaluation Methods; Evaluation Techniques; *Individualized Instruction; Summative Evaluation
IDENTIFIERS	Computer Managed Instruction; Elementary Secondary Education Act Title III; ESEA Title III; *Project PLAN; Saint Louis

ABSTRACT

Project Plan, a computer managed individualized learning system developed by the Westinghouse Learning Corporation, was introduced into the St. Louis Public Schools under a Title III grant of the Elementary and Secondary Education Act. The program, offering individualized education in reading, language arts, mathematics, science, and social studies was operated in four elementary schools with approximately 1,000 students. The evaluation focused on four main areas: the project's success as an operational individualized learning system, the project's feasibility for implementation in St. Louis Public Schools, the success of PLAN students compared to comparison groups, and the success of PLAN students based on their academic objectives in PLAN. The evaluation instruments fell into four categories: cognitive achievement measures, affective achievement measures, process implementation measures, and opinion surveys. The results of the evaluation are given in great detail and are documented by extensive appendixes. (WH)

ED 095871

AN EVALUATION OF
PROJECT PLAN*

August, 1974

COMPUTER MANAGED INDIVIDUALIZED LEARNING PROJECT

FUNDED THROUGH TITLE III, ESEA

Grant Number 35-72-110

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EVALUATION DESIGNED AND CONDUCTED BY THE DIVISION OF EVALUATION OF THE
CITY OF ST. LOUIS PUBLIC SCHOOLS
STEPHEN W. DAESCHNER, DIRECTOR
E. Patterson, Evaluator

IR 001051

CONTENT

Page

ECTION I INTRODUCTION.......... 1

ECTION II EVALUATION METHODOLOGY.......... 2
  Part A - Evaluation Model.......... 2
  Part B - Evaluation Instrument.......... 4
  Part C - Data Gathering and Analysis Procedures.......... 4

ECTION III CONCLUSIONS AND RECOMMENDATIONS.......... 6
  Part A - Introduction.......... 6
    Number 1 - PLAN* Teacher Success In Operating Their Classroom As Presented By PLAN* On Relation To Their Student's Success.......... 6
    Number 2 - Ratio Of Students Achieving Work Assigned.......... 12
    Number 3 - Ratio Of Students Achieving Affective Domaine Objectives In Both Primary And Intermediate/ Upper.......... 13
  Part B - The Project's Feasibility For Implementation In SLPS.......... 14
    Number 1 - System Could Become Cost-Effective During Seventh Year Of The Project.......... 14
    Number 2 - Recommendations For Staffing.......... 16
    Number 3 - Appropriateness Of Curriculum.......... 17
    Number 4 - Feasibility Data Processing Procedures.......... 18

ECTION IV DATA ANALYSIS.......... 20
  Part A - Success Of PLAN* Students Compared To PLAN* Comparison Groups.......... 20
    Number 1 - Academic Achievement On Norm Referenced Tests.......... 22
    Number 2 - Self Esteem And Test Anxiety Results.......... 24
    Number 3 - Relationship Of Achievement To Self Esteem And Test Anxiety.......... 25
  Part B - Success of PLAN* Students Based On Their Academic Objectives.......... 26
    Number 1 - Relationship to Self Esteem And Test Anxiety.......... 27
    Number 2 - Relationship To Classroom Climate.......... 27
    Number 3 - Relationship To I.Q. Scores.......... 29
    Number 4 - Relationship To Learning Rate.......... 29
    Number 5 - Relationship To Norm Referenced Tests.......... 30
  Part C - Parent Of PLAN* Students - Attitudes Toward The CMIL Programs.......... 30

ECTION V LONGITUDINAL COMPARISONS.......... 31
  Part A - Achievement Results.......... 31
  Part B - Self Esteem And Test Anxiety.......... 32
  Part C - Revisions To The Program And To The Evaluation.......... 33
    Number 1 - Program Revisions.......... 33
    Number 2 - Evaluation Revisions.......... 34

LIST OF TABLES

Page

TABLE 1 - Computer Managed Individualized Learning Program Objective...Opposite 1

TABLE 2 - Evaluation Questions Not Reflected In The Objectives.........Opposite 3

TABLE 3 - Evaluation Instrument Used - CMIL Project (PLAN*)............Opposite 4

TABLE 4 - Classroom Activity Profile..................................Opposite 10

TABLE 5 - Ratio Of PLAN* Students Achieving Work Assigned.............Opposite 12

TABLE 6 - Project PLAN* Affective Objectives Primary..................Following 12

TABLE 7 - Project PLAN* Affective Objectives Intermediate/Upper........Opposite 13

TABLE 8 - Cost Analysis - Project PLAN - Westinghouse Learning Corporation..Opposite 16

TABLE 9 - Matrix of PLAN* Curriculum Objectives By Cognitive Difficulty Level...Following 17

TABLE 10 - Academic Achievement On Norm Referenced Tests................Opposite 22

TABLE 11 - Self Esteem And Test Anxiety Achievement.....................Opposite 24

TABLE 12 - Relationship Of Achievement To Self Esteem And Test Anxiety..Opposite 25

TABLE 13 - Factor Analysis - Loading Matrix.............................Opposite 28

TABLE 14 - My Class Inventory Mean Scores By Categories.................Opposite 29

TABLE 15 - Results Of Questionnaire - Parents Of PLAN* Students.........Opposite 30

TABLE 16 - PLAN* Parents Questionnaire-Pearson Correlation Coefficient Matrix...Opposite 31

LIST OF FIGURES

FIGURE 1 - Graph Of PLAN* Curriculum Objectives By Cognitive Difficulty Level..Opposite 17

FIGURE 2 - Example Of Difference In Relationships Between Score Distributions.....................................Opposite 21

LIST OF EXHIBITS

EXHIBIT I - Westinghouse Learning Corporation.......................Following 17

EXHIBIT II - St. Louis Public Schools.................................Opposite 18

TABLE I

COMPUTER MANAGED INDIVIDUALIZED LEARNING PROGRAM OBJECTIVES

1. To provide two additional schools of seven teachers and two-hundred fifteen children each an opportunity for self-selection into the program. The self-selection will be completed by April 30, 1973.

2. To purchase and lease an appropriate computer software system from Westinghouse Learning Corporation, to provide a truly computer managed instructional system based on individualized instruction with the necessary ancillary computer support services for four schools and one-thousand students. All systems will be operational no later than August 31, 1973.

3. To provide inservice training by July 31, 1973 with Westinghouse Learning Corporation consultants for four second year and fourteen first year teachers and one administrator.

4. To diagnose and determine the achievement level and placement of two-hundred fifteen students in each of the two new schools entering the program in September, 1973, and two-hundred eighty-five students in each of the two schools beginning their second year of the program.

5. To identify a continuous progress, performance-based learning environment in which approximately 1000 students learn at their own rates. 1) skills that are appropriate to their needs and 2) knowledge that is appropriate to their aptitudes and interests, by June 10, 1974.

6. To develop through guidance techniques the approximately 1000 students' ability to improve their independence as learners, to set realistic learning goals, and to improve the management of their own behavior, by June 10, 1974.

7. The two curriculum writers will identify deficiencies within the learning system and will develop approximately fifty new learning units to fill these deficiencies by June 30, 1974.

8. At least 80% of the approximately 1000 students will indicate by the evaluation instrument that they have attained 80% of the affective objectives specified for their grade level, by June 10, 1974.

9. The cost per month of the achievement gain of the approximately 1000 PLAN* classroom participants will not exceed the cost per month of the achievement gain of the same number of participants in the control groups during the 1973-74 school year by more than 35%.

I. INTRODUCTION

Project PLAN* (Program for Learning in Accordance with Needs) is a product of Westinghouse Learning Corporation. The St. Louis Computer Managed Individualized Learning (CMIL) project selected PLAN* for implementation as a part of this Title III innovative project. PLAN* is a program which offers each learner an individualized education in reading, language arts, mathematics, science, and social studies. Each student in the program has an individual program of studies based on PLAN* tests and teacher judgement. The Major components of the program are instructional objectives, study plans to achieve these objectives, and computer support system which helps teacher plan learning and monitor progress. The program's objectives are listed in TABLE I.

The Project expanded from approximately 500 students in two schools the first project year to approximately 1000 students in four schools the second project year. The program is operating in grades one through eight at the Scullin and Williams Schools and in grades one through seven at the Hodgen and Webster Schools.[1]

This report will focus on the second project year which contains:

1) The project's success as an operational individualized learning system.
2) The project's feasibility for implementation in St. Louis Public Schools.
3) Success of PLAN* students compared to comparison groups.
4) Success of PLAN* students based on their academic objectives in PLAN*.

This report is organized into 6 sections. Following the Introduction, the report describes the evaluation design, the evaluator's conclusions and recommendations, provides the data analysis which supports the recommendations and concludes with a discussion of longitudinal revisions to the program. For the reader wanting to pursue the more technical aspects of the evaluation, appropriate documentation is provided in the appendices.

---

[1] Source: Project PLAN* Newsletter (SLPS) Fall 1973.

II. EVALUATION METHODOLOGY

A. EVALUATION MODEL

The evaluation model reflects the concerns expressed by Title III Advisory Committee that visited the CMIL Project during the first and second project years. They recommended that:

a) Affective Objectives should be derived and measured.
b) All terms should be carefully explained.

The affective domaine objectives were established and are included as a part of this evaluation. The students in the schools used for comparison are in this evaluation referred to as "comparison" groups since they are not "control" groups in the classical research sense.[1] Some items of interest were added to the evaluation after it was initially finalized in October, 1973. These will be discussed in the next Section. They were:

1) A study of "PLAN-A" the new curriculum.
2) Feasibility of using the St. Louis Public Schools (SLPS) data processing facility.
3) The Westinghouse Learning Corporation (WLC) "St. Louis Proposal".

The questions to be answered by the evaluator during this evaluation fall into two categories. The first category includes items required in the objectives outlined in the

---

[1] Since an Analysis of Covariance technique would statistically adjust for differences in student's pre-test achievement scores, the only criterion used for selection of PLAN* Comparison groups was that they should attend school with an ADC rate = ± 5%.

TABLE 2

EVALUATION QUESTIONS NOT REFLECTED IN THE OBJECTIVES

1. Do PLAN* students achieve better academically than PLAN* Comparison students?

2. Do PLAN* students have better self esteem and less test anxiety than Comparison groups?

3. Do students who have greater self-esteem and less anxiety have better achievement on standardized norm-referenced tests?

4. Do PLAN* students who master more objectives score higher on norm-referenced tests, self esteem measures and test anxiety measures?

5. Do PLAN* students who master more objectives also score higher on measures of the classroom "climate"?

6. What relationship exists between I.Q. and achievement on norm-referenced tests, self esteem inventories, test anxiety scales and measures of classroom "climate".

7. What relationship exists between PLAN* student's Learning Rates and the same variables.

Continuation Grant Application.[1] The first four objectives and number seven outlined in the Continuation Grant Application (See TABLE 1) require a process evaluation and are reported separately by the Project Director. The second category includes objectives 5, 6, 8, & 9 and items not reflected in the objectives but of critical importance to evaluation of the project for implementation as a possible alternative to regular classroom instruction. These questions are listed in TABLE 2. The evaluation model as designed by the evaluator is reproduced in this report as APPENDIX A.

This evaluation includes:

a) A report of the percentage of students who completed at least 80% of the individually prescribed learning units.
b) A report of the relationship between PLAN* student's perception of their PLAN* classroom "climate" and their achievement of cognitive and effective objectives.
c) A comparison of the "predicted" classroom activity profile (derived from "active" learning units on the dates of observations) with the "actual" classroom activity profile (derived from direct observation and classification of student activities) was used to study the relationship between the degree of teacher's implementation and student achievement.
d) A report of the percentage of students who completed at least 80% of the affective objectives for their level (primary or intermediate/upper).
e) A comparison of PLAN* students with PLAN* Comparison groups on measures of self esteem and test anxiety.
f) A comparison of PLAN* students with PLAN* Comparison groups on relationships between norm-referenced tests and self esteem and test anxiety.

Comparisons are made of the relationship between criterion referenced measures and:

1) Norm referenced measures.
2) Self Esteem and Test Anxiety scales.
3) PLAN* classroom climate.
4) Intelligence Quotient
5) Learning Rate[2].

---

[1] Title III, ESEA - Grant No. 35-72-11-0. (See TABLE 1).

[2] Learning rate takes into account all the years a student has attended school, not just the project years. (Ratio of student achievement divided by years and months in school.)

TABLE 3

EVALUATION INSTRUMENTS USED - CMIL PROJECT (PLAN*)

E. Patterson - Evaluator

Name of Instruments	PLAN* CLASSROOMS		PLAN* Comparison CLASSROOMS		C=Cognitive P=Process		A=Affective O=Opinion		Related to Evaluation Model Question No.	Found in APPENDIX B
	Pre	Post	Pre	Post	C	A	P	O		
Total Mastered Value Scale	N/A	Gr. 1-8	N/A	N/A	X				3, 9, 10	Description
Metropolitan Achievement Test	Gr. 1-3	Gr. 1-3	Gr. 1-3	Gr. 1-3	X				3, 6, 8, 9, 11, 12	Description
Iowa Test of Basic Skills	Gr. 4-8	Gr. 4-8	Gr. 4-8	Gr. 4-8	X				2, 3, 6, 8, 9, 11, 12	Description
Lorge/Thorndike (Verbal)	Gr. 4&7	N/A	Gr. 4&7	N/A.	X				2, 3, 12	Description
Self Esteem Inventory	Gr. 1-8	Gr. 1-8	Gr. 1-8	Gr. 1-8		X			3, 7, 8, 9, 12	Sample (Document)
Test Anxiety Scale for Children	Gr. 1-8	Gr. 1-8	Gr. 1-8	Gr. 1-8		X			3, 7, 8, 9, 12	Sample (Document)
My Class Inventory	N/A	Gr. 1-8	N/A	N/A		X			3, 10, 11, 12	Sample (Document)
Affective Domaine Questionnaire	N/A	Gr. 1-8	N/A	N/A		X			4	Sample (Document)
Pupil Progress Report (Objectives Mastered)	N/A	Gr. 1-8	N/A	N/A			X		3.	Sample (Document)
PLAN* Administrative Report	N/A	Gr. 1-8	N/A	N/A			X		1	Sample (Document)
PLAN* Classroom Observation Form	N/A	Gr. 1-8	N/A	N/A			X		3	Sample (Document)
PLAN* Parents Questionnaire	N/A	Gr. 1-8	N/A	N/A				X	3	Sample (Document)

NOTE: N/A means Not Applicable.

Three tasks were not initially incorporated in the evaluation model:

a) Evaluation of the new "PLAN*- curriculum.
b) Feasibility study of using SLPS data processing facility.
c) Feasibility study of the WLC St. Louis Proposal.

The results of these three evaluation tasks are reported in Section 3, Part B.

B. Evaluation Instruments

The evaluation instruments are listed by category for the appropriate level given in TABLE 3. The categories are:

1) Cognitive Achievement Measures.
2) Affective Achievement Measures.
3) Process Implementation Measures.
4) Opinion Surveys.

Samples of each are given or described in APPENDIX B.

C. Data Gathering and Analysis Procedures.

The primary data gathering procedures involved the following:

1) Administration of Evaluation Instruments.
2) Direct Classroom Observation.
3) Automated Summative Reporting of Progress on Learning Assigned Objectives.
4) Administration of Opinionnaires.

The St. Louis Data Processing facility has automated records of student's achievement (Grades 4-8 on ITBS) and ability (Grades 4 & 7 on Lorge/Thorndike). These files were used extensively for comparisons related to cognitive achievement. These tests are administered city-wide by the educational radio station KSLH. The Metropolitan Achievement Test (Grades 1-3) is not administered city-wide, but was administered to each classroom by the individual teachers involved. The affective measures:

a) Self Esteem Inventory (SEI).
b) Test Anxiety Scale for Children (TASC).
c) Affective Domaine Questionnaire (ADQ).
d) My Class Inventory (MCI).

were also teacher administered to appropriate populations. (See TABLE 3.)

Observations were made in each classroom to study the relationship between the "actual" and "predicted" implementation of PLAN*. The evaluator recorded the structure of classroom activity to observe how closely classroom teachers were implementing the program based on the Plan* model. (See APPENDIX C.)

Westinghouse Learning Corporation automatically generates numerous management support documents. The evaluator utilized the Pupil Progress Report and PLAN* Administrative Report to determine each student's progress on criterion referenced objectives mastered.

The PLAN* Parents Opinionnaire[1] was adminstered to a random sample of 25% of the parents of PLAN* students.

In every case possible, the Statistical Package for Social Science (SPSS) computer program was used to tally and massage the data. The SEI and TASC scoring was initally done by an outside consultant[2], then processed through the SLPS data processing facility. The hand scoring and recording of all instruments in primary grades was done in the Division of Evaluation as was the manual recording of scores prior to key punching for data entry to the SPSS programs. A very tight quality control was maintained by a Statistical Clerk in the Division of Evaluation which resulted in 99.3% of the possible students involved in the study having some data entered in the study. There were absences and other reasons why this high percentage will not be "matched" on pre-post comparisons, but the data base includes as much information as it was possible to gather under existing conditions.

---

[1] Every fourth student in each class was selected.

[2] Dr. Marvin Powell, Foundation for Individualized Evaluation and Research, DeKalb, Illinois.

III. CONCLUSIONS AND RECOMMENDATIONS

A. Introduction

There are basic philosophical differences between traditional instruction and PLAN* instruction. Ivan Horabin expresses these differences in a report[1] as "EDUCATION SYSTEM I" (traditional) and "EDUCATION SYSTEM II" (viz PLAN*). The following premises delineate the differences in these systems.

EDUCATION SYSTEM I

Premises:
1. Students learn to the extent that the teacher is competent in teaching what is to be learned.
2. Students come to the classroom with individual personalities, motivations and attitudes which cause them to respond to the teacher and the content in different ways.
3. The competent teacher identifies the individual personality and tries to respond to the individual needs of the student, but is severely limited in opportunities to give individual attention by the familiar problems of class size, the need to get through the curriculum, and so on.

---

[1] Final Report on Formative Assessment and Mangement for Operating the Individualized Manpower Training System, December, 1973. Published by Program Assessment and Management, Inc. under subcontract to Technical Education Research Centers, Montgomery, Alabama (MDTA-Proj. No. 82-25-71-10).

4. The achievement of students as measured by tests is not really a measure of the teacher's competence because student achievement is a product of many factors, especially the personality, motivation and intelligence of the student. In this changing society one cannot say what absolute achievement should result from a competent teacher. The evidence of a good teacher is best found in how she does her job rather than in end results.
5. Even so, you cannot 'cast good teaching into a mold'. There are as many ways to be an excellent teacher as there are different personalities among excellent teachers.
6. Textbooks, audio-visual materials and other instructional materials are selected by the teacher as aids to teaching. They can help the teacher to do a better job.
7. The collection of data related to student progress, performance and achievement may be justified for funded research purposes, but it takes too much time to be justified in the routine operating environment.
8. Data relevant to the really important aspects of a trainee - his motivation, personality, self image - is difficult or impossible to collect.
9. It is the responsibility of the teacher to prepare a curriculum and a series of lesson plans with details of student assignments.
10. Lesson plans are followed. Attention is given to slow students as opportunity affords. Students are expected to maintain the class rate of progress through the work they do on their assignments.
11. Students are graded on the basis of a normal distribution curve applied to their classwork, their assignments and, possible, test scores. The tests may be teacher-generated or standardized.
12. Individualizing instruction is largely a matter of providing the student with his preferred medium and style of instruction - lecture, text, programmed text, Av. discovery, guided, etc. This is usually severly limited by limitations on funds available.

EDUCATION SYSTEM II

Premises: 1. Students learn to the extent that they are provided with learning materials (textual, audiovisual, computer-presented) which have been developmentally tested and revised until they are effective at acceptable levels.

2. Students come to the classroom with different spans of attention, degrees of persistence and independence, and intelligence, which causes them to learn at different rates.
3. The competent teacher uses behavior management techniques to progressively improve the span of attention and persistence of the student and so improve his rate of learning.
4. The competent teacher relies on the learning materials to carry the main 'teaching' load and acts in a supportive and complementary role when providing individual attention to students. Since, at a given time, most students are occupied with self-instructional materials, the opportunities for individual attention are abundant.
5. The competent teacher, when providing individual attention, counsels and motivates students to improve their rate of progress.
6. The collection of data related to student progress and achievement is routinely possible. Teacher competence may then be evidenced in data which indicates improvement in the rate of trainee progress following action taken by the teacher.
7. Improvement of trainee progress can be dealt with directly through behavior management techniques and does not require consideration of attributes such as personality or self image.
8. It is the responsibility of the developers of validated self-instructional materials to develop the curriculum and an effective learning sequence.
9. The achievement of students is measured by progress tests related to the content of the learning materials. These tests are criterion referenced. Student scores are considered to be measures of the effectiveness of the learning materials.
10. Students progress at their own rates from checkpoint (progress test) to checkpoint. If a student fails to satisfy the criteria at a checkpoint, this will signal the need for some remedial action by the teacher before the student can continue the program.
11. Students are graded according to their scores on progress tests and final tests or by the point they reach in the program in a given time. Test scores are not normalized.
12. Individualizing instruction is largely a matter of diagnosing a student's individual learning needs in relation to his goals, and then providing validated learning materials to address those specific needs.

The philosophical differences between traditional educational practices and those espoused by advocates of PLAN* require more than an inservice training session to change a teacher's performance in the classroom. It takes a change in the set of mind.

It is for the above differences in the premises of the two educational systems that the evaluator cautions the reader that the comparisons made between PLAN* and their comparison groups using norm referenced tests. This data should not be considered as the best measure of PLAN* achievement.
The more appropriate way to look at PLAN* students progress is in terms of mastery of the objectives in their program of study. This makes the comparison "fair" in the sense that it is not compared to other students goals but their own.

I. PLAN* Teacher Success in Operating Their Classroom as Presented by PLAN* in Relation to Their Student's Success.

The evaluator studied the success of teachers in operating their classrooms as would be appropriate in PLAN* (according to the "active" lesson plans at the time of observation) compared to actual observations. The thesis is that those teachers who were operating closest to the "predicted" profile of classroom activities at the time of observation were the most likely to have greater success (i.e. completion of more work on lesson plans, better self image of students, less test anxiety). The operating system was also evaluated on

TABLE 4

CLASSROOM ACTIVITY PROFILE

			"Expected" Profile						Actual Profile		
			Percent of Objectives			Number of Students			Number of Students Observed in Groups		
Teacher Code	Chi Square Value	No. Present During Obs.	II (%)	SG (%)	LG (%)	II	SG	LG	II	SG	LG
7005	9.57	24	47.6	47.6	4.8	11.4	11.4	1.2	21.3	2.7	0.0
7002	2.87	26	13.0	19.2	67.8	3.4	5.0	17.6	8.5	4.3	13.2
7003	1.31	27	7.09	29.1	0.0	19.1	7.9	0,1	22.5	4.5	0.0
7008	6.56	24	100.0	0.0	0.0	24.0	0.1	0.1	17.8	1.0	5.2
7006	0.14	20	84.0	16.0	0.0	16.8	3.2	0.1	16.3	3.7	0.0
7004	14.06	22	51.6	28.3	20.4	11.4	6.2	4.5	22.0	0.0	0.0
7007	3.05	19	47.3	44.0	8.8	9.0	8.4	1.7	13.3	5.7	0.0
7001	7.74	21	50.0	35.2	14.8	10.5	7.4	3.1	8.8	1.7	10.5
4008a	6.79	28	53.7	36.6	9.8	15.0	10.2	2.7	23.5	4.5	0.0
4005	39.5	26	23.8	62.4	13.8	6.2	16.2	3.6	0	0	26.0
4006	0.25	28	76.1	23.9	0.0	21.3	6.7	0.1	22.5	5.5	0.0
4004	61.70	31	67.2	32.8	0.0	20.8	10.2	0.1	0.0	0.0	31.0
4002	0.73	25	17.1	14.6	68.3	4.3	3.7	17.1	2.3	3.5	19.2
4003	23.16	29	12.2	46.4	41.4	3.5	13.5	12.0	20.0	1.0	8.0
4001	15.94	27	14.3	42.1	43.6	3.9	11.4	11.8	2.7	0.0	24.3
4008b	12.69	28	42.2	31.3	26.5	11.8	8.8	7.4	23.5	4.5	0.0
4007a	7.05	27	51.9	48.2	0.0	14.0	13.0	0.1	23.0	4.0	0.0
4007b	17.98	27	34.3	21.9	43.8	9.3	5.9	11.8	23.0	4.0	0.0
8001	11.36	21	7.9	25.9	66.2	1.7	5.4	13.9	11.5	4.3	5.2
8007	40.58	25	45.7	44.1	10.2	11.4	11.0	2.6	0.0	0.0	25.0
8006	11.72	21	56.7	43.3	0.0	11.9	9.1	0.1	21.0	0.0	0.0
8002	11.89	28	100.0	0.0	0.0	28.0	0.1	0.1	17.8	2.0	8.2
8005	2.56	26	76.7	23.3	0.0	19.9	6.1	0.1	24.0	2.0	0.0
8003	6.45	27	100.0	0.0	0.0	27.0	0.1	0.1	20.8	1.0	5.2
8004	7.13	23	60.6	18.2	21.2	13.9	4.2	4.9	21.0	2.0	0.0
9001	6.54	27	21.3	25.0	53.9	5.8	6.8	14.6	12.3	9.0	5.7
9006	2.69	22	30.8	46.0	23.3	6.8	10.1	5.1	11.5	8.5	2.0
9004	9.49	28	42.0	29.0	29.0	11.8	8.1	8.1	16.0	12.0	0.0
9003	14.77	22	27.9	27.9	44.2	6.1	6.1	9.7	16.8	5.2	0.0
9007	2.47	21	100.0	0.0	0.0	21.0	0.1	0.1	18.5	2.5	0.0
9005	13.14	21	19.1	36.1	44.8	4.0	7.6	9.4	11.3	9.7	0.0
9002	20.35	31	19.1	43.6	37.3	5.9	13.5	11.6	23.5	3.0	4.5

Note: II = Individual Instruction Expected
SG = Small Group Expected
LG = Large Group Expected

the basis of the ratio of students achieving the work assigned in their program of studies. The evaluation determined the ratio of students achieving the affective domain objectives and the ratio of students in PLAN* who met their predicted achievement on norm referenced tests (MAT or ITBS depending on grade level).

In addition to the evaluator's observations, WLC provides a free consulting service as a part of the Contractual arrangement. Several formative evaluations were made throughout the year by WLC consultants. Reports of their findings and recommendations are found in APPENDIX D. The evaluator feels this is a valuable service provided by WLC.

An "expected" profile for classroom activities was generated from a list of students in any given class for the day of observation who had the same objectives started but not completed. If the objective number was unique within a class, it was counted as individual work since no one else could work with that student. When the objective number occurred either 2 or 3 times it was counted as a small group. If the objective number occurred 4 times or more it was counted as a large group. The "actual" profile for classroom activities was generated using the same categories while observing classrooms. (See TABLE 4.)

The "expected" profile was statistically compared to the "actual" profile using the Chi-Square Test. The Chi-

Square values were correlated to the number of objectives completed. (The greater the Chi-Square value, the poorer the fit.) The higher the number of objectives completed, the greater the academic success. Therefore, a negative correlation would result if the teachers who are using PLAN* closest to the way it should be implemented were also getting students to complete more of their objectives.

There was significant (p=<0.1) negative correlation between the Chi-Square Value and the area of Social Studies. This implies that teachers who implement the program closest to the recommended format will have better success in achievement in Social Studies than any other subject.

There were no other significant correlations. All other correlations (i.e. Chi-Square Value with Language Arts, Math, Science and All Subjects Total.) were small positive correlations[1]. The inconsistency of this trend makes the evaluator reluctant to draw conclusions. (See APPENDIX F for a chart of the data used.)

This comparison should be replicated during the 1974-1975 school year to determine whether this approach to evaluating the program's success is valuable as a longitudinal data base. A more frequent check of both the "predicted" and "observed" profiles would more clearly identify the teachers who are implementing PLAN* according to specifications.

---

[1] L.A. r= 0.079 Math r= 0.157 Sci. r= 0.008 Soc Stu. r= -0.306 Total r= 0.032
df = 28 df = 28 df = 28 df = 28 df = 30
(p =< 0.1)

TABLE 5
RATIO OF PLAN* STUDENTS ACHIEVING WORK ASSIGNED[1]

E. Patterson - Evaluator

Objectives Assigned:

School Evaluation Code Number	Avg. No. Students[2]	PLAN* Objectives Active & Scheduled Not Mastered	PLAN* Objectives Mastered	Local & Indep. Study Mastered	Total[3] Possible	Total Completed	Percentage Completed
4000	244	3,904	19,177	76	23,157	19,253	83.2
7000	220	3,700	12,807	2,322	18,829	15,129	83.0
8000	196	2,666	13,887	57	16,610	13,944	84.0
9000	201	3,538	9,035	844	13,417	9,879	73.6
	861	13,808	54,906	3.299	72,013	58,205	80.8

Notes:
1. Excludes withdrawals
2. Source - PLAN* Administrative Report (Prepared by WLC for the Project Director).
3. PLAN* Objectives Active & Scheduled Not Mastered plus PLAN* Objectives Mastered plus Local & Indep. study Mastered.
4. Total Completed ÷ Total Possible.

Plan* Coordinators should help monitor the planning on a day-to-day basis based on the objectives that are active. This should result in closer adherance to operating PLAN* classrooms in accordance with the principles taught during the PLAN* inservice training for teachers and administrators.

2. Ratio of Students Achieving Work Assigned

As a group, PLAN* students averaged 81% of their academic objectives. TABLE 5 gives a breakdown by schools. In each case, the percentage mastered is related to 100% of the students. The range of percentages is from 73.6% to 84.0%. The locally developed and independent study objectives are included.

The results indicate it is a realistic goal for 100% of the students to meet 80% of their cognitive objectives in program. The evaluator recommends that the expectancies to be raised to that level for the next program year. The evaluator believes this one measure may best reflect total success of the program because it quantifies the work accomplished by each student who is working on his own level in the five subject matter areas (Language Arts,

---

1. Source - PLAN* Administrative Report (Prepared by WLC for the Project Director).

TABLE 6

PROJECT PLAN* AFFECTIVE OBJECTIVES PRIMARY

OBJECTIVE	QUESTION ITEM NO.	CURRIC. AREA	TAXONOMY LEVEL	PERCENTAGE STUDENTS ACHIEVING	PERCENT OF STUDENTS EXCEEDING 80% GOAL
1. *Students will seek out opportunities to use their reading skills beyond the requirements in the classroom.*	*46* *47*	*Reading* *Reading*	*Responding* *Valuing*	*82.7*	*2.7*
2. *Students will demonstrate enthusiasm for reading.*	*48* *49*	*Reading* *Reading*	*Valuing* *Receiving*	*81.1*	*1.1*
3. *Students will demonstrate a desire to apply math skills in their everyday life.*	*50* *51 & 52* *53*	*Math* *Math* *Math*	*Responding* *Organization* *Responding*	*88.2*	*8.2*
4. *Students will demonstrate enthusiasm for math.*	*54*	*Math*	*Valuing*	*79.8*	*0.0*
5. *Students will demonstrate a desire to meet their responsibilities as citizens.*	*55, 56, & 58*	*Social-Studies*	*Valuing*	*88.1*	*8.1*
6. *Students will show willingness to cooperate with all persons in the society.*	*57* *59*	*Soc. Studies* *Soc. Studies*	*Valuing* *Characterization*	*89.0*	*9.0*
7. *Students will demonstrate a desire to apply science skills in their everyday life.*	*60, 61 & 61*	*Science*	*Valuing*	*88.5*	*8.5*
8. *Students will show willingness to use acceptable speech habits beyond the requirements in the classroom.*	*63* *64*	*Lang. Arts* *Lang. Arts*	*Receiving* *Responding*	*82.1*	*2.1*
9. *Students will demonstrate enthusiasm for using work knowledge skills.*	*65*	*Lang. Arts*	*Valuing*	*80.0*	*0.0*
			AVERAGE	*85.6*	*5.8*
			TOTAL PROGRAM	*90.6*	

NOTE: Affective Levels - 1 Receiving; 2 Responding; 3. Valuing; 4 Organization; 5 Characterization

TABLE 7

PROJECT PLAN* AFFECTIVE OBJECTIVES INTERMEDIATE/UPPER

	OBJECTIVE	QUESTION ITEM NO.	CURRIC. AREA	TAXONOMY LEVEL	PERCENTAGE STUDENTS ACHIEVING	PERCENT OF STUDENTS EXCEEDING 80% GOAL
1.	*Students will seek out opportunities to use their reading skills beyond the requirements in the classroom.*	*46, 47 & 48*	*Reading*	*Responding*	*95.2*	*15.2*
2.	*Students will demonstrate a desire to apply math skills in their everyday life*	*49 & 53* *50 & 51*	*Math* *Math*	*Responding* *Organization*	*91.1*	*11.1*
3.	*Students will demonstrate enthusiasm for math*	*52*	*Math*	*Responding*	*90.0*	*10.0*
4.	*Students will demonstrate a desire to meet their responsibilities as citizens.*	*54, 55, 56 & 61*	*Soc. Studies*	*Valuing*	*94.6*	*14.6*
5.	*Students will show willingness to cooperate with all persons in the society.*	*57*	*Soc. Studies*	*Characterization*	*93.2*	*13.2*
6.	*Students will demonstrate a desire to apply science skills in their everyday life.*	*58, 59 & 60*	*Science*	*Valuing*	*94.4*	*14.4*
7.	*Students will show willingness to use acceptable speech habits beyond the requirements in the classroom.*	*63 & 65*	*Lang. Arts*	*Responding*	*89.8*	*9.8*
8.	*Students will demonstrate enthusiasm for using word knowledge skills*	*62* *64*	*Lang. Arts* *Lang. Arts*	*Responding* *Receiving*	*89.8*	*9.8*
				AVERAGE	*92.7*	*12.7*
			TOTAL PROGRAM	*90.6*		

NOTE: Affective Levels - 1 Receiving; 2 Responding; 3 Valuing; 4 Organization; 5 Characterization

Math, Reading, Science and Social Studies), progressing at his own pace and learning in accordance with his individual program of study determined through diagnosis by the person best able to judge his needs, the classroom teacher.

3. Ratio of Students Achieving Affective Domaine Objectives in Both Primary and Intermediate/Upper[1].

As a group PLAN* students mastered 90.1% of their affective objectives. TABLES 6 & 7 give a breakdown by Primary and Intermediate/Upper grades for each objective. In the Primary 100% of the students met 85.6% of the objectives. In the Intermediate/Upper 100% of the students met 92.7% of the objectives.

The results indicate it is a realistic goal for 100% of the students to meet 80% (or higher) of their affective objectives in the program and the evaluator recommends that the expectancies be raised to at least that level for the next program year. The evaluator believes this measure to be the second best indicator of program success since a research of the literature indicates that students who "appreciate" or "enjoy" what they do in school frequently score higher on academic measures than those who are not satisfied with their instruction.

---

[1] See APPENDIX G for Affective Objectives and Results of the Affective Domaine Questionnaire.

B. The Project's Feasibility for Implementation in SLPS.

The Evaluator believes there is evidence that the PLAN* Computer Managed Individualized Learning System is operationally effective. The cost-effectiveness is possible to achieve if there is a commitment on the part of SLPS to the concept of individualized instruction rather than group-paced instruction.

1. System Could Become Cost-Effective During Seventh Year of the Project.

Westinghouse Learning Corporation (WLC) submitted a proposal for the purpose of delineating implementation costs for the third project year and beyond. The basic assumption made in the WLC proposal that:

> "Cost per student depends on total enrollment - the higher the enrollment the less the cost per student"

seems to be based on the savings projected by increased class size (i.e. the more classes you have, the more dollars freed by the use of fewer teachers).

The Computer Managed Learning project will continue to require expenditure of funds in excess of the cost for regular classrooms after the end of federal funding because the services provided are based on a fixed cost per student. While these costs will not go away, they can be minimized.

The first step in this direction was made by leasing the computer system which results in reducing the cost per student from $40.00 annually to $34.00 annually. An additional decrease of $10.00 annually per student could be made if the printing lease option is exercised. Even here, a minimum of 6000 students is estimated as the break-even point for making the printing lease viable. When $24.00 annual cost per student is reached, no further reduction is possible unless a special contract is negotiated with the vendor[1]. (See APPENDIX E.)

Two cost savings that are available could result from increasing the pupil/teacher ratio and from providing services on a cost plus basis to other school districts utilizing the PLAN* system. Westinghouse Learning Corporation has indicated that there will soon be 1,665 students enrolled in 3 school districts in St. Louis County. At the present time, no attempt has been made by SLPS for soliciting the districts in the county for utilizing the SLPS computer facility.

Table 8 shows a projected cost analysis based on seven assumptions that include the two cost savings indicated above. The first year after the project ends, the annual cost per student would be $12.35. The second year it would drop to $8.35 and to $0.35 the third year. By

---

[1] Westinghouse Learning Corporation.

TABLE 8

COST ANALYSIS - PROJECT PLAN - WESTINGHOUSE LEARNING CORPORATION

(Becomes Cost-Effective During Fourth Year)

Assumptions:

1) Program will be maintained at the end of the experimental project at least at the current level (1000 students).
2) Computer lease will be converted to lease/purchase agreement effective July 1, 1974 making balance due = $28,000 at end of lease year in 1975.
3) Card/Paper costs will be $2.00 per student annually.
4) Printing lease will begin in Fiscal Year 1975.
5) St. Louis Public Schools (SLPS) will allow county school districts having PLAN classrooms to obtain the computer and printing services normally provided by Westinghouse Learning Corporation (WLC) from SLPS at a cost to the districts of $10.00 per student.
6) Teacher/Pupil ratio in PLAN classrooms will be 32/1 instead of 30/1 to effect a cost savings of $25,000 for the $1,000 students enrolled in SLPS. (1000 ÷ 30 = 33.3; 1000 ÷ 32 = 31.3 giving a cost savings of 2 teacher salaries at $12,500 each).
7) Enrollment each year is projected to be 1,000 in SLPS; 1,665 in the County*

Fiscal Year	Base Cost ($24/Student)	Cards/ Paper	Computer Lease	Printing Lease	Plates for Offset Press (One-Time Cost)	Total Expenditure SLPS	Total saved on Tchr. Sal. SLPS	Cost-SLPS without County Enrollment	Total Earned on County Enrollment	Cost-SLPS/ (Savings) SLPS	Cost per Student SLPS/ (Savings) per Student SLPS
1975-76	$24,000	$2,000	$12,000	$12,000	$4,000	$54,000	$25,000	$29,000	$16,650	$12,350	$12.35
1976-77	24,000	2,000	12,000	12,000	—	50,000	25,000	25,000	16,650	8,350	8.35
1977-78	24,000	2,000	12,000	12,000	—	42,000	25,000	17,000	16,650	350 Difference	.35
1978-79	24,000	2,000	—	12,000	—	38,000	25,000	13,000	16,650	(3,650) Savings	(3.65)/ Student Savings.

*Projected by WLC
1) Lindberg School District - 665
2) Hazelwood School District- 500
3) Normandy School District - 500

1665 County

the fourth year, the St. Louis Public Schools would earn a net profit of $3.65 per student. The costs reflected in TABLE 8 do not include extra administrative costs. While this approach is based on tenuous assumptions, the exigencies of the funding required for St. Louis Public Schools necessitates a hard search for new sources of revenue if this individualized instruction program is to survive.

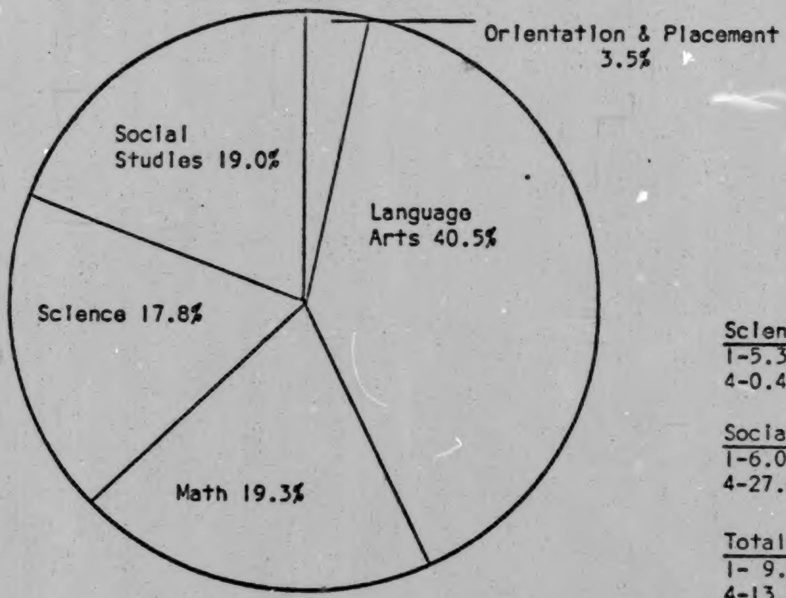
2.. Recommendations for Staffing

The staffing requirements for the computer managed learning system following the three year initial project phase will need to be carefully studied during the 1974-1975 school year. The costs reflected in TABLE 8 do not reflect extra administrative costs. The major issues to be resolved are:

a) What personnel are required to assure an operational courier service between each school and the SLPS data processing facility?
b) What ratio of PLAN* Coordinators to schools involved gives maximum assistance without diluting the effectiveness of their efforts?
c) How many PLAN* writers will be required to assure proper support of the learning system? (i.e. generate new lesson plans and criterion referenced tests based on curricular objectives; update existing materials, etc.).
d) How many aides per school will be required to assure effective operation of the individualized learning system.
e) If the number of students served increases, will additional staffing be required for the Project Director beyond the one secretary now utilized? (i.e. What impact will PLAN* have at Lincoln High School?)

GRAPH OF PLAN* CURRICULUM OBJECTIVES BY COGNITIVE DIFFICULTY LEVEL

BY CURRICULAR AREA



Orient. & Place.:
1-47.3%; 2-25.6%; 3-27.3%

Lang. Arts:
1-12.6%; 2-39.5%; 3-12.4%
4-19.8%; 5-14.6%; 6-1.1%

Math:
1- 4.9%; 2-65.4%; 3-29.1%
4- 0.7%;

Science:
1-5.3%; 2-76.3%; 3-17.0%
4-0.4%; 5- 0.4%; 6- 0.7%

Social Studies:
1-6.0%; 2-36.8%; 3-18.9%
4-27.8%; 5-1.7%; 6-9.3%

Totals:
1- 9.8%; 2-49.9%; 3-18.2%
4-13.5%; 5-6.3%; 6-2.3%

BY COGNITIVE DIFFICULTY LEVEL

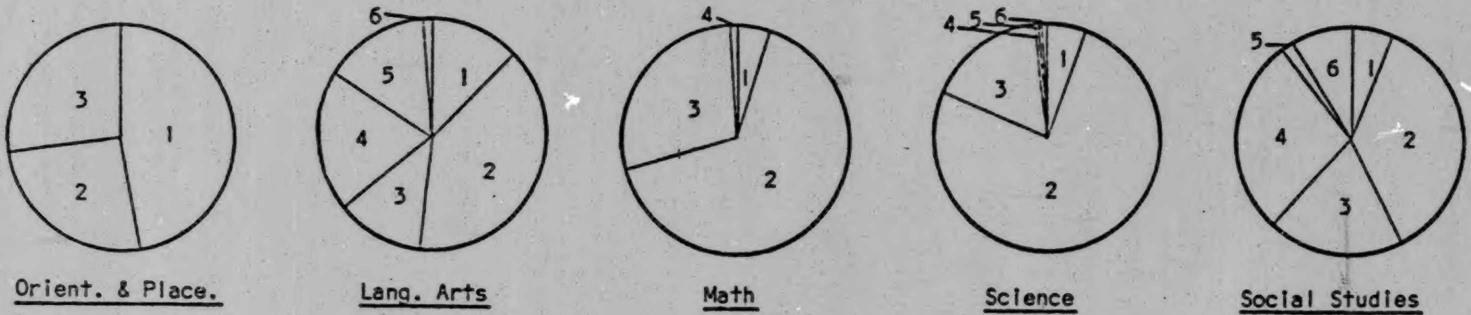


Figure I

These questions will have no easy answer, but demand immediate attention. A special effort to resolve them during the first Semester should be attempted.

3. Appropriateness of Curriculum.

In establishing the cognitive level of the 1588 objectives[1] in "PLAN-A" curriculum, the evaluator decided to analyze and report the objectives by subject matter area and difficulty level. (Based on Bloom's Taxonomy of Cognitive Skills. See APPENDIX B.)

No such study has been published by WLC and the evaluator considers it critical data to evaluate the products' value. The original task of establishing difficulty levels was required for comparison of student achievement on norm referenced tests to student achievement on criterion referenced objectives. The total value of the objective difficulty levels completed by each student will be compared to the student's achievement as measured on the MAT or ITBS (depending on grade level). FIGURE I and TABLE 9 show the breakdown by categories.

The objectives for PLAN*-A curriculum do not include any objectives in the 5th or 6th (two upper levels) categories of cognitive difficulty in mathematics[2]. In science, the objectives in the three upper levels (4th,

---

[1] This number has increased slightly since publication of the Curriculum Guide.
[2] See FIGURE I (Opposite page 17.)

TABLE 9

MATRIX OF PLAN* CURRICULUM OBJECTIVES BY COGNITIVE DIFFICULTY LEVEL

E. PATTERSON - EVALUATOR
January 1974

CURRICULAR AREA	Number and % of Objectives by Cognitive Difficulty						Total	Mean Cognitive Level by C
	1	2	3	4	5	6		
ORIENTATION & PLACEMENT:								
No.	26	14	15	-	-	-	55	1.80
Col. %	16.78	1.77	5.19	-	-	-	3.46	
Row %	47.27	25.45	27.27	-	-	-	3.46	
LANGUAGE ARTS:								
No.	81	254	80	127	94	7	643	2.88
Col. %	52.26	32.03	27.69	59.35	94.00	18.92	40.49	
Row %	12.50	39.50	12.44	19.75	14.62	1.09	40.49	
MATH:								
No.	15	200	89	2	-	-	306	2.25
Col. %	9.68	25.22	30.80	0.94	-	-	19.27	
Row %	4.90	65.36	29.08	0.65	-	-	19.27	
SCIENCE:								
No.	15	215	48	1	1	2	282	2.16
Col. %	9.68	27.12	16.61	0.47	1.00	5.41	17.76	
Row %	5.32	76.24	17.02	0.35	0.35	00.71	17.76	
SOCIAL STUDIES:								
No.	18	110	57	84	5	28	302	3.12
Col. %	11.62	13.88	19.73	39.26	5.00	75.68	19.02	
Row %	5.96	36.82	18.87	27.81	1.65	9.27	19.02	
TOTALS:								
No.	155	793	289	214	100	37	1588	2.60
% of Total	9.76	49.94	18.20	13.48	6.30	2.33	100.00	

Westinghouse Learning Corporation (Original copy very light.) EXHIBIT I

*** [illegible]

BEST COPY AVAILABLE

[illegible]	(3[illegible])	COMP 3117	STARTED 31[illegible]
[illegible] CHESTER	(3371)	COMP 3106	STARTED 3105, 3123, 3112
[illegible]	(3146)	COMP 3106	STARTED 3105, 3123, 3112
[illegible]	(3154)	COMP 3117	STARTED 3105
BROOKS J[illegible]S	(3162)	COMP 3117	STARTED 3106
[illegible] CHARLOTTE	(3170)	COMP 3117	STARTED 3105, 3106
[illegible]	(3189)	COMP 3117	TESTED 3106 STARTED 31[illegible]
[illegible] KARLA	(3219)	COMP 3106	STARTED 3105, 3123, 31[illegible], 31[illegible]
[illegible] THERESA	(3227)	COMP 3117	STARTED 3106
DAVIS [illegible]	(3235)	COMP 3123, 3117	[illegible] 31[illegible]
DAVIS LESTER	(3243)	COMP 3106	STARTED 3123, 3112
[illegible] BEVERLY	(3278)	COMP 3117	STARTED 3112
[illegible] SANDRA	(3286)	COMP 3106	STARTED 3105, 3123, 3112
[illegible]	(3294)	COMP 3106	STARTED 3105, 3123, 3112
[illegible]	(3305)	COMP 3117	POS [illegible]
[illegible]	(3313)	COMP 3117	[illegible] 31[illegible] [illegible] 31[illegible]
[illegible]	(3042)*	COMP 3106	STARTED 3105, 3123, 31[illegible]
[illegible]	(3332)	COMP 3117	STARTED 3112
JUSTICE [illegible]	(3340)	COMP 3123	STARTED 3112
LANE ANGELA	(3826)	COMP 3117	STARTED 3112
SCALES KAREN	(3359)	COMP 3117	STARTED 3112
SMITH [illegible]	(3367)	COMP 3117	POS [illegible]
SMITH LISA	([illegible])	[illegible] 3117	[illegible] 31[illegible]
[illegible]	([illegible])	[illegible] 3117	[illegible] 311[illegible]
[illegible]	([illegible])	[illegible] 117	[illegible]
[illegible]	([illegible])	[illegible] 17	[illegible]
[illegible]	([illegible])	[illegible]	[illegible]

EXHIBIT 11

St. Louis Public Schools

BEST COPY AVAILABLE

```
*** BEGINNING OF DAILY PRINTOUT FOR MISS WARD BESSIE       ***

DAILY REPORT           SCIENCE               08  MISS WARD BESSIE    FEBRUARY 26, 1974
BELL ROSALIE          (36501)   COMP 3117  STARTED 3106
BLOUNT CHESTER        (36711)   COMP 3106  STARTED 3123, 3112
BOWERY MANNIE         (31461)   COMP 3106  STARTED 3105, 3123, 3112
BRINSON LINELL        (31541)   COMP 3117, 3123  STARTED 3105
BROOKS JAMES          (31621)   COMP 3117  STARTED 3106
BROWN CHARLOTTE       (31701)   COMP 3117  STARTED 3105, 3106
BURKS MARLON          (31891)   COMP 3117  TESTED 3104  STARTED 3106
COTTON KARLA          (32191)   COMP 3106  STARTED 3105, 3123, 3112, 3104
CURTIS THERESA        (32271)   COMP 3117  STARTED 3106
DAVIS KIMBERLY        (32351)   COMP 3117, 3123  POS COMPLETE-SEE YOUR TEACHER
DAVIS LESTER          (32451)   COMP 3106  STARTED 3123, 3112
FREEMAN BEVERLY       (32781)   COMP 3117  STARTED 3112
GILBERT CHANDRA       (32861)   COMP 3106  STARTED 3105, 3223, 3112
HENDERSON LADONNIA    (32941)   COMP 3106  STARTED 3105, 3123, 3112
HERRON MYERS          (33081)   COMP 3117  POS COMPLETE-SEE YOUR TEACHER
HUTT ALESIA           (33161)   COMP 3117  STARTED 3105  SCH 3107
JONES BETTY           (36421)   COMP 3106  STARTED 3123, 3112
JOSEPH EMMETT         (33321)   COMP 3117  STARTED 3112
JUSTICE LAMONT        (33401)   COMP 3123  STARTED 3117, 3112
LANE ANGELA           (36261)   COMP 3117  STARTED 3112
SCALES KAREN          (33591)   COMP 3117  STARTED 3112
SMITH GINA            (33671)   COMP 3117  POS COMPLETE-SEE YOUR TEACHER
SMITH LISA            (36341)   COMP 3117  STARTED 3106
TOMS MICHELLE         (33751)   COMP 3123  STARTED 3112
WEATHERSBY MARY       (36981)   COMP 3117  STARTED 3106
WESTMORELAND PHILL    (34051)   COMP 3117  POS COMPLETE-SEE YOUR TEACHER
WHITE ANGELA          (34131)   COMP 3106  STARTED 3105, 3123, 3112
WILEY MICHELL         (34211)   COMP 3117  STARTED 3105
WILKINS LAWRENCE      (34461)   COMP 3117  STARTED 3105
WILLIAMS DARRYL       (36391)   COMP 3123  STARTED 3117, 3112  SCH 3104, 3114, 3011

DAILY REPORT           SOCIAL STUDIES        08  MISS WARD BESSIE    FEBRUARY 26, 1974
CURTIS THERESA        (32271)   POS COMPLETE-SEE YOUR TEACHER
FREEMAN BEVERLY       (32781)   POS COMPLETE-SEE YOUR TEACHER
JOSEPH EMMETT         (33321)   POS COMPLETE-SEE YOUR TEACHER
JUSTICE LAMONT        (33401)   POS COMPLETE-SEE YOUR TEACHER
LANE ANGELA           (36261)   POS COMPLETE-SEE YOUR TEACHER
SCALES KAREN          (33591)   POS COMPLETE-SEE YOUR TEACHER
WILLIAMS DARRYL       (36391)   POS COMPLETE-SEE YOUR TEACHER
4011       SCHEDULED-  BLOUNT CHESTER, WEATHERSBY MARY
4012       SCHEDULED-  WILEY MICHELL
4104       COMPLETED-  BROOKS JAMES, BURKS MARLON, SMITH LISA, WHITE ANGELA, WILKINS LAWRENCE
           STARTED---  BOWERY MANNIE, BRINSON LINELL, BROWN CHARLOTTE, HERRON MYERS, HUTT ALESIA, WEATHERSBY MARY,
                       WESTMORELAND PHILL, WILEY MICHELL
           SCHEDULED-  DAVIS KIMBERLY
4106       COMPLETED-  DAVIS KIMBERLY
4110       COMPLETED-  BELL ROSALIE, BLOUNT CHESTER, BOWERY MANNIE, COTTON KARLA, CURTIS THERESA, DAVIS LESTER,
                       FREEMAN BEVERLY, GILBERT CHANDRA, HENDERSON LADONNIA, JONES BETTY, JOSEPH EMMETT,
                       JUSTICE LAMONT, LANE ANGELA, SCALES KAREN, TOMS MICHELLE, WEATHERSBY MARY, WILLIAMS DARRYL
           STARTED---  BROOKS JAMES, BURKS MARLON, SMITH GINA, SMITH LISA, WHITE ANGELA, WILEY MICHELL
           SCHEDULED-  BRINSON LINELL, BROWN CHARLOTTE, HERRON MYERS, HUTT ALESIA, WESTMORELAND PHILL
4117       STARTED---  BELL ROSALIE, BROWN CHARLOTTE, BURKS MARLON, COTTON KARLA, DAVIS LESTER, GILBERT CHANDRA,
                       HENDERSON LADONNIA, HUTT ALESIA, SMITH LISA, TOMS MICHELLE, WESTMORELAND PHILL,
                       WHITE ANGELA, WILKINS LAWRENCE
4118       STARTED---  BELL ROSALIE, BLOUNT CHESTER, BOWERY MANNIE, GILBERT CHANDRA, HENDERSON LADONNIA,
                       JONES BETTY
4126       COMPLETED-  BRINSON LINELL, BROOKS JAMES, BROWN CHARLOTTE, BURKS MARLON, HERRON MYERS, HUTT ALESIA,
                       SMITH GINA, SMITH LISA, WESTMORELAND PHILL, WHITE ANGELA, WILEY MICHELL
           STARTED---  BOWERY MANNIE
           SCHEDULED-  WILKINS LAWRENCE

*** END OF DAILY PRINTOUT FOR MISS WARD BESSIE    *******************

*****************************************************
```

5th, and 6th) are extremely sparse[1]. A need exists to strengthen these areas to provide a balanced academic curriculum. This may, in time, be accomplished by Westinghouse Learning Corporation. If not, locally produced materials in those categories should be produced.

The Project Director and PLAN* Curriculum writers should continue to develop materials in those subject matter areas having special requirements for St. Louis Public Schools. The close coordination of the curriculum is insured by having the project directly responsible to the Director of Curriculum Services. This is a feature of the project not enjoyed by all special curriculum projects in the district.

4. Feasibility Data Processing Procedures

It was agreed at the projects' outset that the SLPS data processing facility would be utilized for the data management system rather than the WLC facility in Iowa City, Iowa just as soon as it was feasible and cost effective. A parallel test run was conducted during February and processing continued on the SLPS facility.

The criterion for success was to duplicate in the SLPS data processing facility the reports coming from Iowa City. The test was successful as shown in EXHIBIT I which shows a sample of the WLC printout and EXHIBIT II which shows a sample of the SLPS printout for the same information (teacher's daily printout used for classroom assignments, planning and feedback).

---

[1] See FIGURE I (opposite page 17.)

Some technical differences in equipment required a revamping of procedures in card marking but the end result appears to be a product slightly superior to the one produced from Iowa City. This superiority resulted from the sensitivity of the new equipment in St. Louis.

The most critical job in the data processing system is that of routing data processing cards from each PLAN* school to the data processing facility and the return of print-outs to each PLAN* school the following day. This aspect of staffing should be evaluated during the third project year.

The person at SLPS data processing facility responsible for generating data and interfacing with the Westinghouse Learning Corporation facility in Iowa City, indicated that there have been no problems encountered so far and sees no reason to anticipate problems in the future. The vendor has an "800" toll-free telephone number to call anytime there are questions to be answered or for making special requests in the processing of necessary data. The staff at that facility has always cooperated to the fullest extent possible when the evaluator asked questions or made requests for appropriate information. There should be no residual problems encountered after the project passes the three year initial try-out phase.

IV. DATA ANALYSIS

A. Success of PLAN* Students Compared to PLAN* Comparison Groups.

The success of students in PLAN* when compared to the PLAN* Comparison groups will be reported by two categories: students in primary grades; students in the intermediate and upper grades. This is done primarily because of the different norm referenced instruments used in reporting academic success; The Metropolitan Achievement Test was used in the Primary grades and The Iowa Test of Basic Skills was used in the Intermediate and Upper grades.

A description of the subpopulations used for comparisons is given as a matter of interest even though the data is combined across groups as indicated in the above paragraph. There is a total of 535 Primary students, 266 PLAN* and 269 PLAN*-Comparison. Of the 535 Primary Students, 183 (34.2%) are 1st graders, 170 (31.8%) are 2nd graders and 182 (34.0%) are 3rd graders. There is a total of 1225 Intermediate and Upper students, 618 PLAN*, 606 PLAN* Comparison and 1 unidentified. Of the 1225 Intermediate/Upper Students 158 (12.9%) are 4th graders; 117 (9.6%) are 5th graders; 125 (10.2%)are 6th graders; 119 (9.7%) are 7th graders; 42 (3.4%) are 8th graders and 664 (54.2%) are not included because they could

EXAMPLE OF DIFFERENCE IN RELATIONSHIPS BETWEEN SCORE DISTRIBUTIONS

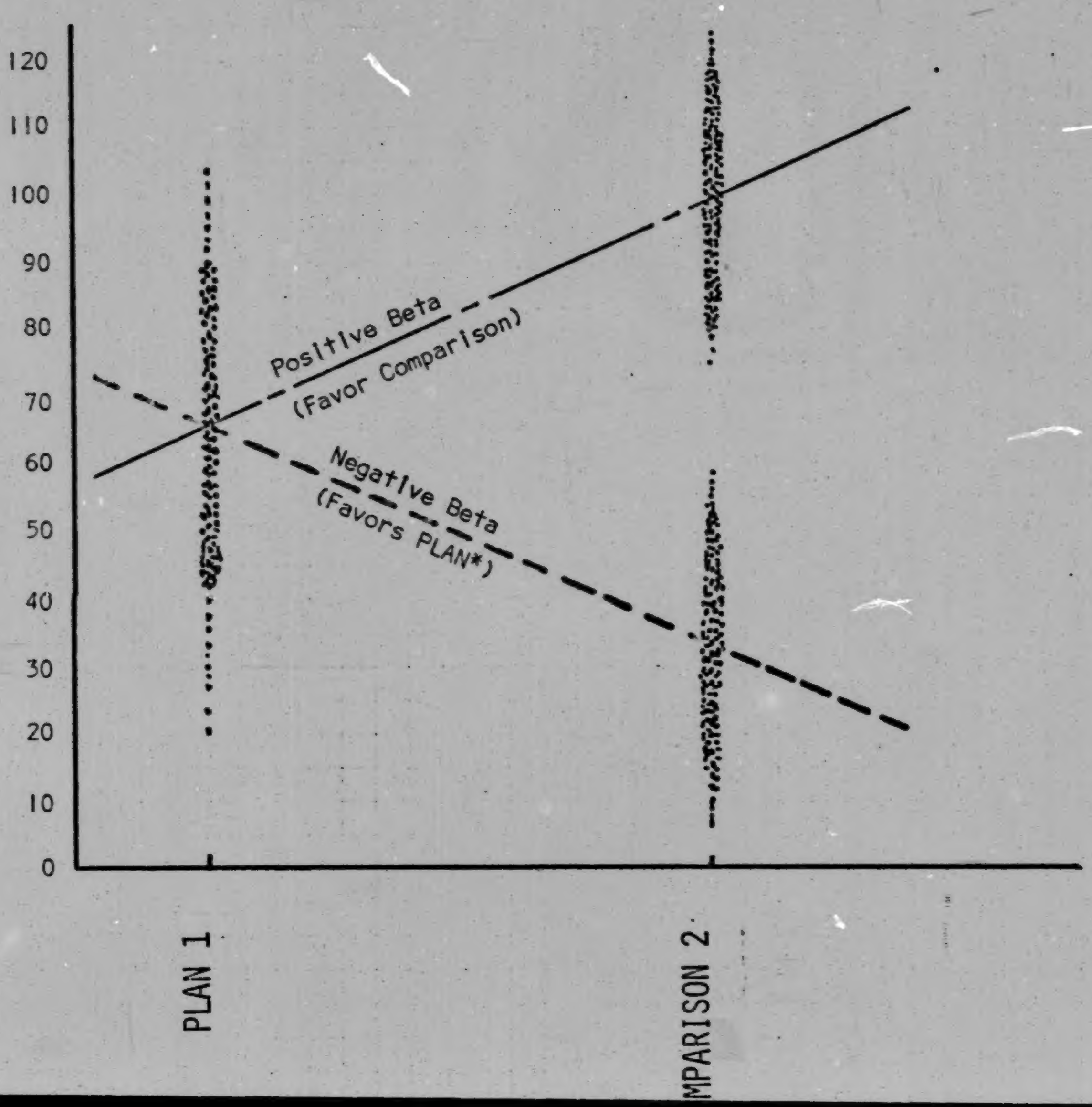


FIGURE 2

not be matched on pre and post measures.

In the data reporting MAT or ITBS results based on pre and post tests, the entire record must be complete for each student to have their record included in the results. Numbers will vary according to how the data is grouped. For example, a student's record would be included if reports are made by subtest and he has a valid score on that subtest. However, the same student would be excluded from any reports for which he did not have the appropriate subtest and would also be excluded from comparisons made on total rawscores or composite gain grade equivalents.

The SPSS[1] routine used for generating a multiple-regression analysis on appropriate variables is a sophisticated method of performing an analysis of covariance, generating for each student predicted criterion score based on his control scores (pretests). After each student's scores have been statistically adjusted (equated with respect to the pretest "control" scores), differences between the adjusted criterion scores are then tested by an analysis of variance procedure. FIGURE 2 indicates how the regression lines would be plotted to indicate results in favor of PLAN* (1) and in favor of PLAN* Comparison (2). If the beta values are positive, this reflects a distribution of scores that are higher for Comparison students. A negative Beta value reflects a distribution of score that are lower for Comparison students.

---

[1] Statistical Package for Social Sciences.

TABLE 10

ACADEMIC ACHIEVEMENT ON NORM REFERENCED TESTS

Instrument	PLAN* Group Mean G.E.	Comparison Group Mean G. E.	GROUP Regular Regression Coefficient	Standard Error of Reg. Regression Coef.	F Ratio	Level of p Significance
1. Metro Ach. Test:						
a. Word Knowledge Analysis -Pre	1.52	1.58	xxx	xxx	xxx	xxx
b. Work Knowledge Analysis-Post	2.16	1.92				
c. Reading-Pre	1.56	1.86	xxx	xxx	xxx	xxx
d. Reading-Post	2.37	2.23				
e. Language-Pre	2.53	2.43	xxx	xxx	xxx	xxx
f. Language-Post	3.02	2.62				
g. Spelling-Pre	1.97	1.82	xxx	xxx	xxx	xxx
h. Spelling-Post	4.17	3.20				
i. Math-Pre	1.64	1.70	xxx	xxx	xxx	xxx
j. Math-Post	2.44	2.40				
k. Composite-Pre	1.76	1.78	-0.28611	0.05806	24.28	≤ .01
l. Composite-Post	2.56	2.31				
2. Iowa Test of Basic Skills						
a. Vocab.-Pre	4.38	4.71	0.41062	0.14843	7.65	≤ .01
b. Vocab.-Post	4.83	5.51				
c. Reading-Pre	4.43	4.65	0.23649	0.11245	4.42	≤ .05
d. Reading-Post	4.93	5.37				
e. Voc./Read-Pre	4.43	4.71	0.29677	0.10263	8.36	≤ .01
f. Voc./Read-Post	4.90	5.46				
g. Language-Pre	5.15	5.45	0.22532	0.11575	3.79	Not Sig.
h. Language-Post	5.68	6.20				
i. Arith-Pre	4.60	4.86	0.11349	0.10367	1.20	Not Sig.
j. Arith-Post	5.31	5.65				
k. Composite-Pre	4.74	5.02	0.18430	.07896	5.45	≤ .05
l. Composite-Post	5.29	5.75				

Note: G.E. = Grade Equivalent. Positive Coefficients favor PLAN* Comparison Groups. Negative Coefficients favor PLAN* Groups.

Once the direction of the relationship (positive or negative) between the sets of scores is established, the F value for the group variable indicates the level of significance. The F value in this case measures the relative size of the regular regression coefficient and the Standard Error of the regression coefficient (S.E.B.). APPENDIX F gives the values for the appropriate comparisons made between PLAN* and PLAN* Comparison students. The values of interest (discussed above) are found in the odd numbered Regression Lists for each Variable Listing being examined.

I. Academic Achievement on Norm Referenced Tests.

TABLE 10 shows that PLAN* Primary students had higher average (mean) gain scores than did PLAN* Comparison Primary students on the following tests:

1) Word Analysis-MAT (G.E.)[1]
2) Reading-MAT (G.E.)
3) Language-MAT (G.E.)
4) Spelling-MAT (G.E.)
5) Composite-MAT (G.E.)

The PLAN* Comparison gain was greater on the following test:

1) Mathematics-MAT (G.E.)

The same table shows that PLAN* Comparison Intermediate/Upper students had higher (mean) gain scores than did PLAN* Intermediate/Upper students on the following tests:

1) Vocabulary ITBS (G.E.)
2) Reading ITBS (G.E.)
3) Voc./Read Avg. ITBS (G.E.)
4) Language ITBS (G.E.)
5) Arithmetic ITBS (G.E.)
6) Composite ITBS (G.E.)

See APPENDIX F for additional statistical data.

---

[1] Grade Equivalent.

The PLAN* Primary Students did significantly better ($p \leq .001$) academically as measured by the Composite Score of the Metropolitan Achievement Test. (See PLN 71050 of APPENDIX F). No comparisons were made between PLAN* and PLAN* Comparison groups on the Metropolitan Achievement Test subtests because (unlike the Iowa Test of Basic Skills), each grade has a different set of subtests. (See APPENDIX C).

The PLAN* Comparison Intermediate/Upper students did significantly better ($p \leq .05$) academically as measured by the Composite Score of the Iowa Test of Basic Skills (See PLN 71020 of APPENDIX F.) The following subtests showed the same results:

1) Vocabulary
2) Reading
3) Vocabulary/Reading Average
   (An artificial combination of those two subtests).

There was no difference between groups on the following tests:

1) Language
2) Arithmetic

Causal relationships between achievement differences are difficult to substantiate. However, it should be noted that the PLAN* Students did not participate in the St. Louis Public School's Vocabulary Development Program for grades 4 through 6. This is a radio administered program used in all other classrooms in those grades. The program administered to students in a group at a predefined pace with pretest, post-test and periodic (ten weeks) retention tests. TABLE 10

TABLE II

SELF ESTEEM AND TEST-ANXIETY ACHIEVEMENT

			GROUP			
Instrument	PLAN* Group Mean	Comparison Group Mean	Regular Regression Coefficient	Standard Error of Reg. Regression Coef.	F Ratio	Level of Significance (p)
Primary Students						
1. Self Esteem Inventory						
a. Pretest	62.94	62.48	3.00227	1.33449	5.06	≤.05
b. Post-test	61.57	64.36				
2. Test Anxiety Scale for Children						
a. Pretest	14.84	13.91	-0.70669	0.62518	1.28	Not sig.
b. Post-test	14.94	13.89				
Intermediate/ Upper students						
1. Self Esteem Inventory						
a. Pretest	65.18	62.78	-0.07502	0.80867	0.01	Not sig.
b. Post-test	13.95	14.35				
2. Test Anxiety Scale for Children						
a. Pretest	65.82	63.89	-0.53456	0.80941	0.44	Not sig.
b. Post-test	14.11	14.02				

NOTE: The higher the SEI score the higher the self esteem.
The lower the TASC score, the less the test anxiety.

displays a summary of the results of comparisons of PLAN* and PLAN* Comparison groups on academic achievement measures.

2. Self Esteem and Test Anxiety Results

TABLE II shows that PLAN* Primary students had a negative gain while the PLAN* Comparison Primary students had a positive gain on the Self Esteem Inventory. The PLAN* Primary students and PLAN* Comparison Primary students both had a negative gain on the Test Anxiety Scale for Children but the PLAN* Comparison showed the least negative gain. (i.e. they did less worse.)

The same table shows that PLAN* Comparison Intermediate/Upper students had better results on the Self Esteem Inventory than did PLAN* students but PLAN* Intermediate/Upper results were better on the Test Anxiety Scale for Children. See APPENDIX F for additional statistical data. TABLE II shows that the PLAN* Comparison Primary students did significantly better ($p \leq .05$) on the SEI than did PLAN* Primary Students. (See PLN 71050 - APPENDIX F.)

There was no significant difference for Intermediate/Upper Students on the Self Esteem Inventory for either the Primary or Intermediate/Upper Students on the Test Anxiety Scale for Children. In both the Primary and Intermediate/Upper groups the PLAN* Comparison Students showed greater self esteem but more test anxiety than the PLAN* Students. It should be noted that the PLAN* curriculum is designed so that each student

TABLE 12

RELATIONSHIP OF ACHIEVEMENT TO SELF ESTEEM AND TEST ANXIETY

Grades 1-3	Grades 4-8
Gain	Gain
MAT Comp./SEI	ITBS Comp./SEI
r = -0.0733	r = 0.0278
N = 285	N = 442
Sig = 0.217	Sig = 0.559
MAT Comp./TASC	ITBS Comp./TASC
r = -0.1037	r = -0.0042
N = 285	N = 412
Sig = 0.081	Sig = 0.932

is tested on each objective mastered and this could occur in a daily frequency. This means that PLAN* Students are normally exposed to testing situations more frequently than PLAN* Comparison Students. If more frequent testing decreases test anxiety, then this could explain the lower test anxiety in PLAN* Students. TABLE 11 displays a summary of the results of comparison of PLAN* and PLAN* Comparison groups on effective measures.

The lack of consistency in results on the SEI and TASK make the evaluator reluctant to draw conclusions and will attempt to assess affective objectives through use of the My Class Inventory and the Affective Domaine Questionnaire during the third project year.

3. Relationship of Achievement to Self Esteem and Test Anxiety.

There is no significant relationship between achievement and self esteem or test anxiety in either the Primary or Intermediate/Upper levels. TABLE 12 shows the correlation coefficient, number of cases and the level of significance in the Primary levels for the following:

1) Metropolitan Achievement Test Composite Score and the Self Esteem Inventory.
2) Metropolitan Achievement Test - Composite Score and the Test Anxiety Scale for Children.

The same table shows the correlation coefficient, number of cases and the level in the Intermediate/Upper levels for the following:

1) Iowa Test of Basic Skills - Composite Score and the Self Esteem Inventory.
2) Iowa Test of Basic Skills - Composite Score and the Test Anxiety Scale for Children.

B. Success of PLAN* Students Based on Their Academic Objectives.

The Total Mastered Value (TMV) is described in Part B of Section II as a score derived by summing the value of the relative difficulty of each objective mastered (based on Bloom's Taxonomy of Cognitive Skills). The range of values for each objective is from I through 6. A weighted score is computed for each PLAN* student by adding together the value of each objective mastered by the student. This weighed score (TMV) is used to determine whether a significant relationship exists between this measure of achievement and the self esteem and test anxiety, classroom climate, I.Q. and Learning Rate. (PLAN*) Comparison students do not, of course, have TMV scores since this is derived from values based on PLAN* objectives.) The TMV has a significant relationship with I.Q. scores, Learning Rate Gain and the Gain on Metropolitan Achievement Test scores. TMV correlates best with other PLAN* achievement measures than any other measure of program success (i.e. Metropolitan Achievement and Learning Rate). TMV does not correlate highly with Gain on the Iowa Test of Basic Skills.

1. Relationship to Self Esteem and Test Anxiety.

There is a sifnigicant negative correlation ($p \leq .001$) between TMV and SEI scores in both Primary and Intermediate/ Upper levels.[1] There is no consistency in the relationship between TMV and the TASC across levels. In the Primary level, there is a negative correlation that is not significant ($p \leq .219$).[2] In the Intermediate/Upper level there is a significant positive correlation ($p \leq .001$).[3] The TASC is again showing inconsistant results. The evaluator will concentrate on the My Class Inventory results during the third project year.

2. Relationship to Classroom Climate.

The My Class Inventory (MCI) was used to measure the PLAN* student's perceptions of the PLAN* classroom "climate". There is a significant negative correlation ($p \leq .01$) between TMV and MCI in Primary levels.[4] In the Intermediate/ Upper levels there is a positive correlation, but it is not significant ($p \leq .32$).[5] The inconsistency across levels on the MCI will be the focus of a major effort to find causal relationships in the third project year.

---

[1] SEI - Primary: $N = 426$
$r = -0.157$
Intermediate/Upper: $N = 544$
$r = -0.1553$

[2] TASC - Primary: $N = 426$
$r = -0.0597$

[3] TASC - Intermediate/Upper: $N = 527$
$r = 0.2017$

[4] MCI - Primary: $N = 229$
$r = 0.1628$

[5] MCI - Intermediate/Upper $N = 530$
$r = 0.0431$

TABLE 13 **BEST COPY AVAILABLE**

Code Absolute Value
H = ≥ .5
M = ≤ .5 but > .4
L = < .4 but > .3
VL = < .3 but > .25

FACTOR ANALYSIS

LOADING MATRIX

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8	Factor 9	Factor 10	Factor 11	Factor 12	Factor 13	Factor 14
VAR 001									M					
VAR 002										-M				
VAR 003			L											
VAR 004				M										
VAR 005								VL						
VAR 006						M								
VAR 007									H					
VAR 008													L	
VAR 009								M						
VAR 010												M		
VAR 011												VL	VL	
VAR 012													L	
VAR 013		M												
VAR 014														M
VAR 015	[illegible]													
VAR 016				VL										
VAR 017			L											
VAR 018						M								
VAR 019	M													
VAR 020	-M													
VAR 021								M						
VAR 022	L													
VAR 023	VL							VL						
VAR 024		L											M	
VAR 025		-L							-M					
VAR 026	M													
VAR 027			-M											
VAR 028					L									
VAR 029							M							
VAR 030	M													
VAR 031		H												
VAR 032	M													
VAR 033		M												
VAR 034					H									
VAR 035							L							
VAR 036	-M													
VAR 037		M												
VAR 038	M													
VAR 039								M						
VAR 040					L									
VAR 041		[illegible]									M			
VAR 042														
VAR 043		M												
VAR 044				M										
VAR 045		M												

The My Class Inventory factor analysis results did not show the same clustering of item responses as the author defined them. The evaluator rearranged items to measure different items than described by the author. (See APPENDIX G.) The factor analysis led the evaluator to restructure the items in these three categories:

a) Relationship With Peers
b) Relationship With Educational System
c) Inter-Student Competition

In the authors categories, there were nine questions each. The re-grouped categories have 17 items relating to peers, 21 items relating to the educational system, and 7 items relating to inter-student competition. TABLE 13 shows the distribution of items across 14 Factors identified by the SPSS computerized factor analysis program. APPENDIX G give the 45 items correlations by the 14 factors. APPENDIX G lists the questions by Factor within the three categories

of the items loading on each factor are reproduced in APPENDIX G.

The results indicate that:

a) PLAN* students relate to their educational system better than with their peers.
b) PLAN* students show an above average inter-student competition.

(TABLE 14 gives the mean scores for each category.)

Since students must function well in the educational envlornment of PLAN* to succeed, the results indicate success.

TABLE 14

My Class Inventory Mean Scores by Categories

Category	Mean Scores
Relationship With Peers	2.1891
Relationship With Educational System	2.6690
Inter-student Competition	2.6562
All Categories Combined	2.4402

However, PLAN* should decrease inter-student competition and this apparently is not happening based on the mean scores. The evaluator will administer this instrument next project year to determine what changes are occurring, using the 1973-1974 results as a data base.

The relationship of the MCI to academic achievement is given below:

Grades 1-3	Grades 4-8
r = -0.1628	r = 0.014
N = 229	N = 530
Sig = .014	Sig = .322

In the Primary level there is a significant negative correlation between TMV and MCI. Therefore, the higher the achievement, the lower the perception of a positive classroom "climate". In the Intermediate/Upper level there is a positive correlation but is not significant. Therefore, the higher the achievement, the higher the perception of a positive classroom "climate". This inconsistency will be explored using third year results.

3. Relationship to I.Q. Scores

Not suprisingly, there is a significant relationship between I.Q. scores and TMV Intermediate/Upper levels (p $\leq$.001). There are no I.Q. scores available for students in grades 1-3.

4. Relationship to Learning Rate

The Learning Rate is a figure that represents the ratio between where a student "is" (i.e. what his Composite achievement grade equivalent is on the most recent test) and where he "ought to be" (i.e. his years and months in school).

TABLE 15

RESULTS OF QUESTIONNAIRE - PARENTS OF PLAN* STUDENTS

Evaluation School Code	Questionnaire Item No.	Total No. Responses	Positive Responses		No Difference / Opinion		Negative Responses		No Responses		Total Positive Value[2]	Total No Difference/Opinion Value [2]	Total Negative Value[2]	Mean Response Value	Item Variance	Item Standard Deviation
			No.	%[1]	No.	%[1]	No.	%[1]	No.	%[1]						
4000	1	37	30	81.1	3	8.1	4	10.8	0	0.0	60	3	0	1.7	.43694	.661
	2	37	33	89.2	0	0.0	4	10.8	0	0.0	66	0	0	1.8	.39639	.630
	3	37	31	83.8	1	2.7	5	13.5	0	0.0	62	1	0	1.7	.68200	.939
	4	36	33	91.7	1	2.8	2	5.6	1	2.7	66	1	0	1.9	.23713	.487
	5	36	31	86.1	1	2.8	4	11.1	1	2.7	62	1	0	1.8	.42143	.649
	All	183	158	86.3	6	3.3	19	10.4	2	1.1	316	6	0	1.76	.39242	.626
7000																
	1	32	26	81.3	1	3.1	5	15.6	0	0.0	52	1	0	1.7	.55544	.745
	2	32	24	75.0	1	3.1	7	21.9	0	0.0	48	1	0	1.5	.75758	.870
	3	32	21	65.6	1	3.1	10	31.3	0	0.0	42	1	0	1.3	.90530	.951
	4	32	22	68.8	1	3.1	9	28.1	0	0.0	44	1	0	1.4	.82964	.911
	5	32	24	75.0	1	3.1	7	21.9	0	0.0	48	1	0	1.5	.70867	.842
	All	160	117	73.1	5	3.1	38	23.8	0	0.0	234	5	0	1.49	.74783	.865
5000																
	1	27	26	96.3	0	0.0	1	3.7	1	3.6	52	0	0	1.9	.14815	.385
	2	27	24	88.9	0	0.0	3	11.1	1	3.6	48	0	0	1.8	.41025	.641
	3	28	24	85.7	0	0.0	4	14.3	0	0.0	48	0	0	1.6	.50793	.713
	4	28	23	82.1	0	0.0	5	17.9	0	0.0	46	0	0	1.6	.60846	.780
	5	28	22	78.6	0	0.0	6	21.4	0	0.0	44	0	0	1.6	.69841	.836
	All	138	119	86.2	0	0.0	19	13.8	2	1.4	238	0	0	1.72	.47837	.692
9000																
	1	22	17	77.3	1	4.5	4	18.2	0	0.0	34	1	0	1.6	.63420	.796
	2	22	16	72.7	2	9.1	4	18.2	0	0.0	32	2	0	1.5	.64069	.800
	3	22	18	81.8	0	0.0	4	18.2	0	0.0	36	0	0	1.6	.62337	.790
	4	22	16	72.7	1	4.6	5	22.7	0	0.0	32	1	0	1.5	.73333	.856
	5	22	16	72.7	2	9.1	4	18.2	0	0.0	32	2	0	1.5	.64069	.856
		110	83	75.5	6	5.4	21	19.1	0	0.0	166	6	0	1.56	.65446	.804
ALL SCHOOLS TOTAL		591	477		17	2.9	97	16.4	4	0.7	954	17	0	1.64	.562631	.750

Question 1 - My child's behavior is (better/worse) than it was before they started working in a PLAN* classroom.
Question 2 - My child is (more/less) involved in school activities now than before they started working in a PLAN* classroom.
Question 3 - My child talks about their school work (more/less) now than before they started working in a PLAN* classroom.
Question 4 - My child answers question about their school work (more/less) often than before they started working in a PLAN* classroom.
Question 5 - I (would/would not) like to have my child in a PLAN* classroom again next year.

---

[1] Total Percentages (rows) will exceed 100% when "no response" was made since these values were not used in calculating percentages Positive, No Difference/Opinion and Negative.

[2] Value of Responses: Positive = 2; No Difference/Opinion = 1; Negative = 0.
Mean Value = $\sum$ Response Values ÷ Total Number of Responses.

There is a significant relationship between TMV and Learning Rate at all levels. In the Primary level the level of significance is $\leq .042$. In the Intermediate/Upper level the level of significance is $\leq .001$.

5. Relationship to Norm Referenced Tests.

The Metropolitan Achievement Test Composite scores shows a significant positive correlation ($p \leq .001$) with TMV. The Iowa Test of Basic Skills shows a negative correlation with TMV but it is not significant ($p \leq 0.430$).

C. Parents of PLAN* Students - Attitudes Toward the CMIL Programs.

The questionnaire administered to a 25% stratified random sample of parents of students in PLAN* classroom[1] showed a positive attitude toward the program. The questions asked were:

1) My child's behavior is better/worse than it was before they started working in a PLAN* classroom.
2) My child is more/less involved in school activities now than before they started working in a PLAN* classroom.
3) My child talks about their school work more/less now than before they started working in a PLAN* classroom.
4) My child answeres questions about their schoolwork more/less often now than before they started working in a PLAN* classroom.
5) I would/would not like to have my child in a PLAN* classroom next year.

The results by school for each question is given in TABLE 15. There were 80.7% of the responses positive toward PLAN*; 2.9% showing no difference/opinion and 16.4% negative. The highest possible average (mean) score was 2,0[2]. The total mean responses value for all parents was 1.8.

Using the mean value for each question by schools, correlation

---

[1] A sample of the questionnaire is reproduced in APPENDIX B.

[2] Value of responses; Positive = 2; No Difference/Opinion = 1;
Negative = 0; Mean Value = Response
Values ÷ Total Number of Responses

TABLE 16

PLAN* PARENTS QUESTIONNAIRE - PEARSON CORRELATION COEFFICIENTS MATRIX

	1	2	3	4	5
1	1.000000	0.688247	0.032124	0.122627	0.187317
2.	0.688247	1.000000	0.700140	0.801783	0.785674
3.	0.032124	0.700140	1.000000	0.898177	0.800326
4.	0.122627	0.801783	0.898177	1.000000	0.981980
5.	0.187317	0.785674	0.800326	0.981980	1.000000

Note: df = 2; r 4,5 = .02

Correlations of combined items:

Multiple Correlation Coefficients	Level of Significance
$R_{5,23} = 0.875465$	Not sig
$R_{5,24} = 0.956365$	.05
$R_{5,34} = 0.916909$	.10
$R_{5,234} = 0.930975$	.10

coefficients were calculated between each item on the questionnaire. Each question showed a positive relationship with the others. (TABLE 16 gives the correlations in a matrix format.) The highest correlation was between question 4 and question 5. (Level of Significance = $\leq .02$). The lowest correlation was between question 1 and each of the other questions. The results indicate that parents base their opinion of PLAN* much more on their perceptions of the students involvement in school activities and how frequently the student discusses or answers questions about PLAN* than they do on how well the student behaves.

The evaluator was interested in knowing how well question 5, which asked parents whether they wanted their student to return to a PLAN* classroom next year, correlated with the other items when responses were combined. The multiple correlations are given at the bottom of the matrix on TABLE 16. This instrument will be revised for the school year 1974-1975 to be more precise in the questions asked. (eg. what do parents perceive as "school activities"? School assignments/homework, extra curricular activities, etc. One cannot draw too many conclusions from this questionnaire as it now stands.) As Popham advises[1], one should not gather data with a rake and then examine it under a microscope.

V. LONGITUDINAL COMPARISONS

A. Achievement Results

Two out of three Primary grades did significantly better academically in PLAN* Classroom the first project year than in the Comparison classroom. In the other grade there was no significant difference. This is consistent with this years' results. When all Primary grades are considered together, PLAN* students again did significantly better than PLAN* Comparison students.

---

[1] W. James Popham, Educational Statistics - Use and Interpretation, Harper & Row, New York, 1967 (p. 79).

There was less consistency in the Intermediate/Upper grades. During the first project year 2 grades did significantly better in PLAN* Comparison classrooms and 2 grades showed no difference. When all Intermediate/Upper grades are considered together, PLAN* Comparison students again did significantly better than PLAN* students.

B. Self Esteem and Test Anxiety.

During the first project year there was no consistency in results by grade when PLAN* classrooms were compared to the PLAN* Comparison classrooms.

The results were:

	Better Self Esteem	Less Test Anxiety
Grade 1	No Difference	No Difference
Grade 2	No Difference	PLAN*
Grade 3	Data Unavailable	Data Unavailable
Grade 4	PLAN* Comparison	PLAN*
Grade 5	No Difference	No Difference
Grade 6	PLAN*	No Difference
Grade 7	No Difference	No Difference

During the second project year there was no significant difference for either the Primary or Intermediate/Upper levels on the Self Esteem Inventory or the Test Anxiety Scale for Children.

C. Revisions to the Program and to the Evaluation

1. Program Revisions

The PLAN* students in the Upper/Intermediate grades did significantly worse ($p \leq .001$) in the Vocabulary Subtest than did the PLAN* Comparison students. At the beginning of the three year project a decision was made to exclude the use of the St. Louis Public School's Vocabulary Development Program (VDP) in PLAN* classrooms. Last year's evaluation noted that the PLAN* Comparison students were doing significantly better on the Vocabulary subtest in grades 4 and 6. At that time the evaluator recommended that the VDP be optional for PLAN* students. The results of not using the program the second year reconfirm that the Vocabulary area is the one subtest most prominent in the differences between PLAN* and PLAN* Comparison.

If higher scores on the Vocabulary are desirable in PLAN* Intermediate classrooms then some innovative scheme for using the VDP should be devised. Having total group instruction at a pre-defined pace is contrary to the concept of PLAN*. The evaluator believes that the programs could be made available to the PLAN* schools on tape for use on an individual as needed basis and these lessons could be written as PLAN* materials and incorporated as a part of the total system. The tests are already written and the work involved in adapting these should be minimal. The materials could become local modules of instruction and the student would be given credit for them on his Pupil Progress Report just the same as any other objective. Assignment of students to other available programs (eg. RIT or MIT) should be an option available to PLAN* students.

2. Evaluation Revisions

The lack of consistency in results using the Self Esteem Inventory (SEI and the Test Anxiety Scale for Children (TASC) indicate a need to discontinue their use in the evaluation.

The My Class Inventory (MCI), seems to show more promise than the SEI and TASC. In Sections IV, Part B - Number 2. there is a discussion of how this instrument may be improved. The evaluator will revise this instrument and the Affective Domaine Questionnaire (ADQ) as described in this report for use during the third year of the project and use it as a Primary instrument to evaluate success in meeting the affective objectives.

The Total Mastered Value[1] (TMV) is highly correlated with I.Q. and Learning Rate at all levels. It is highly correlated with achievement on the Metropolitan Achievement Test in the Primary grades. There is a non-significant negative correlation between TMV and gain on the Iowa Test of Basic Skills in the Intermediate/Upper grades. The evaluator will carefully study the usefulness of using ITBS gain as an indicator of success in PLAN* classrooms during the third projec project year. Special attention will be given to the success of students based on the TMV rather than making comparisons between norm-referenced test scores for PLAN* and PLAN* Comparison.

---

[1] TMV is a score derived by summing the value of the relative difficulty of each objective mastered (based on Bloom's Taxonomy of cognitive skills).

APPENDIX A

PROJECT PLAN* EVALUATION - 1973 - '74

COMPUTER MANAGED INDIVIDUALIZED LEARNING

E. Patterson, Evaluator
Division of Evaluation-SLPS

Page 1 of 3

Oct. 1973

	EVALUATION	EVALUATION TASKS	DATA SOURCE	COMPL. DATE	OBJ.[1] NO.
1.	Did 80% of the PLAN* students complete at least 80% of the individually prescribed learning units?	Calculate the percentages based on each student's record	Each PLAN* School's accumulative student record print-out.	6/20/74	5
2.	How do PLAN* students compare with their projected achievement expectations?	Use the established prediction model and run t - tests to determine differences between the predicted mean scores and the actual mean scores.	PLAN* and Control Class-room individual scores	7/15/74	5
3.	How well do students work in the PLAN* situation in relation to their own goals and with other students?	Collect data regarding student assignments.	Classroom observation and WLC Computer Reports	6/1/74	6
		Administer the "My Class Inventory" (MCI) to grades 4-8 in PLAN* Classrooms. Perform a correlation analysis between individual MCI scores and Total Mastered Value (TMV) scores for PLAN* students.	"My Class Inventory" results and TMV scores generated from a list of objectives completed.	5/15/74	6

---

1. Application for Continuation Grant objective numbers.

	EVALUATION	EVALUATION TASKS	DATA SOURCE	COMPL. DATE	OBJ. NO.
4.	Did 80% of the students attain the affective objectives specified for their grade level?	Interview the teachers and derive an instrument to measure the affective objectives in the five subject matter areas (by grade levels): . Reading . Language Arts . Math . Science . Social Studies	Teachers by interview	1/31/74	8
		Adminster the Affective Domain Questionnaire ADQ and use CODEBOOK SPSS[1] program to evaluate the results.	ADQ results	2/28/74	8
5.	Does the PLAN* Cost/Gain Factor exceed the Comparison Group Cost/Gain Factor by more than 35%?	Compute the difference using the formula: (PLAN* cost per pupil ÷ average gain in months) Comparison Group cost per pupil ÷ average gain in months multiplied by 100 = C.G.F.	D.P. Reports and PLAN* project expenditures	7/31/74	9
6.	Do PLAN* students achieve better academically than Control Students?	Prepare and run appropriate SPSS programs[1]	Metropolitan Achievement Test, Grade 1-3 Iowa Test of Basic Skills, Grade 4-8	7/15/74	N/A
7.	Do PLAN* students have better self esteem and less anxiety than Comparison Group Students?	Prepare and run appropriate SPSS programs	Self Esteem Inventory and Test Anxiety Scale for Children	7/15/74	N/A

---

[1] Statistical Package for Social Scientists (A group of "canned" computer programs easily used for multiple application).

	EVALUATION QUESTIONS	EVALUATION TASKS	DATA SOURCE	COMPL. DATE	OBJ. NO.
8.	Do students who have greater self-esteem and less anxiety have better achievement on standardized Norm Referenced tests (NRT's)?	Prepare and run appropriate SPSS programs	Metropolitan Achievement Test (Grades 1-3); Iowa Test of Basic Skills, (Grades 4-8);	7/15/74	N/A
9.	Do PLAN* Students who master more objectives score higher on NRT's, Self-Esteem Inventory (SEI) and Test Anxiety Scale for Children (TASC)?	Prepare and run appropriate SPSS programs	Self-Esteem Inventory and Test Anxiety Scale for Children All of above plus Total Mastered Value	7/15/74	N/A
10.	Do PLAN* students who have mastered more objectives also score higher on the MCI?	Prepare and run appropriate SPSS programs	TMV and MCI scores	7/15/74	N/A
11.	Do PLAN* students who have higher achievement on NRT's, also score higher on the MCI?	Prepare and run appropriate SPSS programs	MAT; ITBS and MCI scores	7/15/74	N/A
12.	What relationship exists between IQ and achievement on NRT's, SEI, TASC and MCI?	Prepare and run appropriate SPSS programs	Lorge Thorndike (Verbal) Test, MAT; ITBS; SEI; TASC and MCI scores.	7/15/74	N/A
13.	What relationship exists between Learning Rate and achievement [1] on the same variables?	Prepare and run appropriate SPSS programs.	All of above plus years in school.	7/15/74	N/A

---

[1] Learning Rate takes into account all the years a student has attended school, not just the project years. This is automatically calculated and stored as a part of the student test history file in the data processing records.

APPENDIX B

TOTAL MASTERED VALUE SCALE

This weighted score was devised by the evaluator to reflect both the quantity and difficulty level of achievement on objectives in PLAN*. Each objective for each level was carefully studied to determine the appropriate cognitive level as defined by Bloom's Taxonomy of Cognitive Skills. Westinghouse Learning Corporation published a list of definitions[1] which were used as a guide in making these assignments. The list is reproduced on the following pages. A reproduction of pages 172 and 173 of The PLAN* Curriculum Overview shows a sample of the objectives. For each objective mastered, the cognitive level of difficulty assigned to that objective was entered into the total weighted score for each student. The sum of these scores is the Total Mastered Value.

---

[1] Westinghous Learning Corporation, PLAN* Master Objectives, January 1971 (pages 431-436)

DEFINITION OF VERBS INDICATING COGNITIVE LEVEL

for TOTAL MASTERED VALUE SCALE

Value

3 ACT OUT. To role play or express an idea through physical motions.

2 ADD. Used in mathematics to indicate the operation of combining numbers into an equivalent quantity.

4 ANALYZE. To obtain a better understanding of an objective by examining its basic elements or parts.

1 ANSWER QUESTIONS. To speak or write in reply using memory of specific ideas.

3 APPLY. To use for a practical purpose.

3 APPROXIMATE. To estimate or come near to; used only in mathematics or science objectives.

2 BALANCE EQUATIONS. To make two sets of elements equal through algebraic operations; used only in mathematics and science.

BEHAVIORAL OBJECTIVE. An objective which specifies intended student behavior that can be observed and described.

2 CALCULATE. To determine the numerical value by combining numbers in a mathematics and science objectives.

2 CLASSIFY. To arrange categories.

COGNITIVE DEVELOPMENT. The growth of a student's awareness and knowledge of the world that influences his life.

5 COMBINE AND ORGANIZE. To unite and arrange in logical sequence.

3 COMMUNICATE. To make known to others.

6 COMPARE AND CONTRAST. To examine similarities and differences in a study of the elements of a substance or idea.

2 COMPLETE. To finish or provide with the missing parts.

2 CONCLUDE. To form a judgment; used only in mathematics and science objectives.

3 CONDUCT. To manipulate materials in an experimental procedure; used only in mathematics and science objectives.

Value	
2	CONSTRUCT. To make or form by combining parts or by setting them in logical order.
1	COPY. To reproduce, with materials provided, an image or an action.
2	COUNT. To name sequentially by numbers or to tally; used only in mathematics and science objectives.
3	DEBATE. To discuss an issue or question.
*1	DEFINE. Used in language arts, social studies and science objectives to give common meanings of terms or processes.
**2	In mathematical operations, used in either mathematics or science objectives to specify limits.
3	DEMONSTRATE. To show, prove, or give conclusive evidence.
2	DERIVE. To perform a series of algebraic functions in order to arrive at a balance of integers or provide a missing integer; used in mathematics and science objectives.
2	DESCRIBE. To explain or give account.
5	DESIGN. To devise a plan, an operation or pattern.
*4	DETERMINE. Used in language arts and social studies objectives to ascertain precise knowledge or data through personal study.
**3	Used in mathematics and science objectives to provide a mathematical answer to a problem through a number of algebraic operation.
5	DEVELOP. To organize and correlate facts or concepts into a plan for solving a problem.
	DIFFERENTIATE. To point out essential differences between objects or concepts.
*4	1. Used in language arts and social studies.
**3	2. Used in mathematics and science.
3	DISCUSS. To talk about a problem and solutions to problems.
2	DIVIDE. To separate into parts by a specific numerical operation; used only in mathematics and science objectives.
1	DO. To perform simple orientation activities.

Value	
3	DRAW. To make or produce a likeness of an object.
2	DRAW CONCLUSIONS. State a summary from a variety of information.
2	ESTIMATE. To predict an approximation, used only in mathematics and science objectives.
6	EVALUATE. To determine the value of, or, to make a judgment on the worth of an idea, a product, or a plan.
2	EXPAND. To increase in value; used only in mathematics and science objectives.
2	EXPLAIN. To give reasons for or make clear.
2	EXPRESS. To explain or show in words, numbers or algebraic symbols.
2	FACTOR. To break a number into its elements; used only in mathematics and science objectives.
2	FIND. Discover through a mathematical operation; used only in mathematics and science objectives.
3	FIND INFORMATION. To obtain facts from library research or from interviewing.
1	FINISH. To complete
1	FOLLOW DIRECTIONS. To perform or act as directed.
4	FORM GENERALIZATIONS. To suggest tendencies, trends or general features about a given subject.
2	GRAPH. To represent information by various types of diagrams; used only in mathematics and science objectives.
1	IDENTIFY. To choose from a list of possible answers which are written in exactly the same form in which they were learned.
2	ILLUSTRATE. To depict or show mathematically; used only in mathematics and science objectives.
1	INDICATE. To point out a memorized concept.
	INFER, MAKE INFERENCES. To suggest on the bases of given evidence.
*4	1. In language arts and social studies objectives.
**2	2. In mathematics and science objectives.
2	INTEGRATE. To unite mathematical units into a whole; used only in mathematics and science objectives.

Value	
2	INTERPRET. To explain the meaning of: used only in mathematics and science objectives.
2	KEEP RECORDS (Record). To write notes of procedures or operations.
1	LABEL. To designate a name; to indicate a category.
1	LOCATE. To find or point out.
1	LIST. To name in correct order.
3	MAKE. To put together or draw a likeness.
6	MAKE JUDGMENTS. To express an idea based on the comparison of internal values.
1	MATCH. To put with a similar idea or object.
2	MEASURE. To mark off or indicate specified quantitative or linear units.
2	MULTIPLY. To perform a specific mathematical operation which increases the value of a number; used only in mathematics and science objectives.
1	NAME. To call by a word identified with the object, performance or description.
2	ORDER. To arrange according to a prescribed pattern.
*4	ORGANIZE. Used in language arts and social studies objectives to arrange ideas in an orderly form in preparation for an original composition.
**2	Used in mathematics and science objectives to arrange logical sequence.
3	PARTICIPATE. To take part in.
3	PERFORM. To carry out a specified procedure or operation; used only in mathematics and science objectives.
5	PLAN. To make steps or draw up a procedure for a project or operation.
2	PLOT. To put numerical representations of quantitative data on a graph; used only in mathematics and science objectives.
3	PREDICT. To suggest a possible outcome.
3	PREPARE AND PRESENT. To organize ideas by reading or construction and demonstrate to an audience.

Value	
3	PRESENT. Demonstrate ideas to an audience.
3	PRETEND. (Role Play, Perform). To act out a character or an idea.
5	PRODUCE. To make a representation or to write an expression of an original idea.
I	PRONOUNCE. To tell how a word sounds.
3	PROVE. To establish the correctness of a mathematical operation; used only in mathematics and science objectives.
2	PUT IN ORDER. To organize according to a prescribed sequence; used only in mathematics and science objectives.
2	READ. To interpret written symbols as words and ideas.
2	RECOGNIZE. To point out from a list those correct terms or ideas which have been put into a different context from that in which they were originally studied.
2	RELATE. To see connections or differences between two or more objects, ideas or to match mathematically similar symbols.
2	REPRESENT. To produce a symbol similar or equal to the original; used only in mathematics and science objectives.
I	REPRODUCE. To make a representation of a symbol.
I	RETELL. To state something exactly or almost exactly as it was learned or heard.
2	REWRITE. To write a passage or word in similar words of like meaning.
X	SECONDARY LEVEL. Approximately equivalent to grades 9 to 12. At this level, students are encouraged to use basic skills and concepts developed in primary and intermediate levels to create their own projects and to evaluate ideas and solutions to problems and plans.
I	SELECT. To choose from a number of possible objects, symbols or ideas.
2	SIMPLIFY. To reduce to a numerical symbol of equal value that cannot be further reduced. Used only in mathematics and science objectives.
X	SKILL DEVELOPMENT. The accumulation of techniques by which a student can use his knowledge most effectively in solving problems.

Value	
2	SOLVE PROBLEMS, EQUATIONS. To find an answer to; to find a number which is represented by an algebraic symbol; used only in mathematics and science objectives.
3	SOLVE WORD PROBLEMS, PROBLEM SITUATIONS. To find an answer to a numerical relationship expressed in a series of written statements; used only in mathematics and science objectives.
1	SPELL. To tell or indicate the correct sequence of letters in a word.
2	SQUARE. To increase the value of a number by multiplying it by itself; used only in mathematics and science objectives.
2	SUBTRACT. To reduce in numerical value by deducting; used only in mathematics and science objectives.
2	SUMMARIZED. To tell information in fewer words than originally heard or read.
3	SUPPORT. To verbally furnish evidence.
3	SUPPORT OR REFUTE A SOLUTION. To give evidence for or against a plan to solve a problem.
3	TABULATE. To put data in a table form; used only in mathematics and science objectives.
3	TAKE NOTES. To write brief phrases which summarize information.
1	TELL. To state something exactly or almost exactly as it was learned or heard.
2	[illegible]ST. To prove a mathematical equation; used only in mathematics and science objectives.
2	TRANSLATE. To state in another set of symbols; used only in mathematics and science objectives.
2	USE. To take information and restate it, summarize it, or include it with other information in a summary.
2	VERIFY To establish the truth of a mathematical statement; used only in mathematics and science objectives.
3	WRITE. Use organized letter symbols to express ideas in reporting information. This information should not be an original idea but a summary of others' ideas.

Value

3 WRITE EQUATIONS, PROBLEMS, NUMBER SENTENCES. To express ideas in numerical or algebraic sequence, or to express numerical relationships in a story problem.

2 WRITE NUMERALS. To express quantities in mathematical representation; used only in mathematics and science objectives.

5 WRITE ORIGINAL COMPOSITION. Use organized letter symbols to express ideas that have not been expressed by anyone else in exactly the same way.

Mathematics
level 5

Reviewing the Troops will help you to place each student at the appropriate level. If a student has no difficulty with this TLU, you might select a level 5 Placement/ Achievement test to help determine at which specific objectives the student could begin.

After you have placed a student at a level, she can begin the second orientation to math TLU at that level. At level 5, **Getting Acquainted** will familiarize students with math materials and preview topics available for study. (There is only one **strand** in levels 5-8.)

Objectives

For a list of prerequisites and recommended groupings, see the following section, **Planning a POS.**

NUMBER SYSTEMS AND THEORY

2503	**Place Value** Identify the place value of a digit in a number.
2521	**Expanded Notation** Write a given numeral in expanded form and vice versa.
2520	**Round Off!** Given a numeral less than 1,000,000,000, round off the numeral to the nearest ten, hundred, or thousand.
2505	**Decimals** Change fractions with denominators of ten, one hundred, one thousand to decimals and vice versa.
2508	**Place Value in Decimals** Given a decimal through thousandths, recognize the place value of each digit.

2516 **Decimals Write and Speak**
Given any decimal through thousandths, express the decimal in word form and vice versa.

2541 **Don't Carry — Start Over**
Add, subtract, multiply, and divide in a given clock arithmetic.

2517 **Base-Ic Training**
Express a number as a numeral in a given base.

OPERATIONS — WHOLE NUMBERS

2519 **Estimating**
Estimate the answer to an addition, subtraction, multiplication, or division problem by rounding off.

2506 **Adding Four 4-Digit Addends**
Find the sum of four addends with up to 4 digits each.

2512 **Subtracting Large Numbers**
Find the difference between two numbers which have no more than 4 digits each.

2543 **Division Review**
Find the quotient in a division problem involving 1 or 2-digit divisors.

OPERATIONS — RATIONAL NUMBERS

2527 **The Gruesome Two Sums**
Find the sum of a whole number and a fraction, or a whole number and a mixed number.

2528 **Adding Mixed Numbers**
Find the sum of two or three mixed numbers with like denominators and state the answer in lowest terms.

2531 **Long Shadows**
Subtract a fraction or mixed number from a whole number and state the difference in lowest terms.

2526 **Subtracting Mixed Numbers**
Find the difference between two mixed numbers with like denominators and state the answer in lowest terms.

2524 **Least Common Denominators**
Given two or three fractions with unlike denominators, find the least common denominator and remove the fractions using this denominator.

METROPOLITAN ACHIEVEMENT TESTS

This achievement battery is used for obtaining a norm referenced grade equivalent in grades one through three. Appropriate pages of the publishers handbooks for grades 1 - 3 are reproduced on the following pages.

BEST COPY AVAILABLE

TECHNICAL INFORMATION Metropolitan Achievement Tests • Primary I

The development of a series such as *Metropolitan Achievement Tests* is a very large undertaking. Many steps are followed in the development, and vast amounts of data are collected. For example, for Metropolitan, the prepublication research extended over a three-year period and involved approximately 250,000 pupils and their teachers. This section of the Teacher's Handbook simply provides an overview of the development and technical characteristics of *Metropolitan Achievement Tests*. Extended discussions and additional data on each of the topics treated below are contained in the various technical publications for the series.

Content Development

Metropolitan Achievement Tests are designed to evaluate what is being taught in today's schools. Therefore, the development of content for the tests depended on extensive analysis of current curricular materials. At the beginning of the test development effort, lists were made of leading textbook series, syllabuses, state guidelines, and other curricular sources. The test authors and authorial assistants next analyzed and summarized these materials. Based on these comprehensive summaries, test "blueprints" were prepared. The test blueprints indicated the proportion of test items on various topics needed to give balanced coverage to the curriculum. For example, the blueprints would indicate how many items should be devoted to addition of whole numbers, geometric concepts, etc., for a grade 4 mathematics test.

After test blueprints were developed, the actual item writing took place. Items were written to cover each subtopic in the blueprints. A sufficient number of items was written for each subtopic so that, after classroom tryout, any items which were not functioning satisfactorily could be eliminated without adversely affecting the balance of test content. Following item writing, the items were edited by the publisher and reviewed by independent authorities. Appropriateness of content and format, clarity of wording, and other such factors were examined and, where possible, improved upon.

Item Analysis

The Metropolitan tests were subjected to extensive classroom tryout. Despite the thoroughness with which any test is written, reviewed, and edited, it is still necessary to determine how pupils handle the items in ordinary classroom situations. The item analysis research program helps to identify items that are not clear to pupils for some reason or are not appropriate in terms of difficulty level for most pupils.

The Metropolitan item analysis program took place in April 1968. Approximately 12,000 test items, divided into five forms at each of five battery levels, were tried out. Approximately 50,000 pupils from 25 different school systems were included in the program. Schools were selected so as to represent the national school population in terms of geographic region, size of city, and socioeconomic status. The sample of pupils used for the item analysis had an average IQ of 100 on *Otis-Lennon Mental Ability Test*.

The item analysis program provided data on the difficulty level of each item, the percent of pupils giving each option as the answer to each item, the relationship between response to each item and total score on the test, the reliability of each test, and the intercorrelations among subtests. These data were provided for each item or test for the grade(s) for which the item or test was intended as well as for one grade above and below the intended grade(s). These data allowed identification of items that were ambiguous, too easy, too difficult, or otherwise unsuitable. Since only about 6000 items were needed for the final edition of the test, a high degree of selectivity could be exercised in obtaining the best items for the final tests.

In addition to the actual test data obtained in the item analysis program, valuable information was obtained from a Teacher Questionnaire distributed to the approximately 1500 teachers involved in the item analysis research. The questionnaire covered such matters as clarity of directions and of items, appropriateness of format, and time required to complete the tests. Analysis of teacher responses to the questionnaire helped to formulate final test content, directions, and time limits.

Standardization

The national standardization for *Metropolitan Achievement Tests* was conducted to obtain final norms and supporting data for the series. The standardization program was designed to yield uniquely comprehensive data for the series. The sample of pupils tested was selected so as to provide a set of norms which accurately reflected national levels of achievement.

The Metropolitan tests were empirically standardized at two times during the year, in October and in April of the 1969-70 school year. All pupils in the standardization took *Otis-Lennon Mental Ability Test* as well as the appropriate battery level of Metropolitan. All answer documents used in the standardization were electronically processed.

The standardization samples were selected to represent the national population in terms of geographic region, size of city, socioeconomic status, and public vs. non-public schools. Table 4 indicates the percent of pupils in each of four geographic regions and in each of four sizes of city in the standardization sample and in the national population. A special socioeconomic index based on median family income and median years of schooling for adults in communities was used for selecting the Metropolitan standardization sample. The median IQ on *Otis-Lennon Mental Ability Test* for the Metropolitan sample was 100 in each grade.

Table 4. Percent of Pupils by City Size and Geographic Region in National Population and in Metropolitan Standardization Samples*

City Size:	250,000 plus	25,000-249,000	2,500-24,000	Rural
National Pop. Metro. Sample	22 21	20 21	28 29	30 28
Geo. Region	**Northeast**	**Midwest**	**Southeast**	**West**
National Pop. Metro. Sample	27 23	29 28	22 27	22 22

*Metropolitan data are averages for Fall and Spring standardization groups combined.

Validity and Reliability

The validity of an achievement test is defined primarily in terms of *content validity*. A test has content validity if the test items adequately cover the curricular areas that the test is supposed to evaluate. Since each school has its own curriculum, the content validity of *Metropolitan Achievement Tests* must be evaluated by each school. It cannot be claimed that the tests are universally valid. To assist schools in judging the content validity of the tests, the authors and publisher have prepared content outlines for the tests and described the procedures used in developing the test content.

Table 5 presents reliability data for the Primary I Battery tests administered at the beginning of Grade 2. Split-half (odd-even) coefficients, corrected by the Spearman-Brown formula, Saupe's estimate of Kuder-Richardson Formula 20 reliability, and standard errors of measurement in terms of raw score, standard score, and grade equivalent are given. Data are based on all pupils tested in the Fall standardization with Form G at Grade 2. The standard errors of measurement are based on use of the split-half coefficient.

Table 5. Reliability Coefficients and Standard Errors of Measurement for Primary I Subtests

Test	r_{oe}	r_{tt}	Std. Error of Meas.		
			RS	SS	GE
Word Knowledge	.88	.94	1.7	2.7	.2
Word Analysis	.90	.94	2.0	2.3	.2
Reading	.95	.96	2.2	2.5	.2
Total Reading	.96	.97	2.8	1.8	.1
Total Mathematics	.93	.96	2.4	2.4	.2

TECHNICAL INFORMATION Metropolitan Achievement Tests • Primary II

The development of a series such as *Metropolitan Achievement Tests* is a very large undertaking. Many steps are followed in the development, and vast amounts of data are collected. For example, for Metropolitan, the prepublication research extended over a three-year period and involved approximately 250,000 pupils and their teachers. This section of the Teacher's Handbook simply provides an overview of the development and technical characteristics of *Metropolitan Achievement Tests.* Extended discussions and additional data on each of the topics treated below are contained in the various technical publications for the series.

Content Development

Metropolitan Achievement Tests are designed to evaluate what is being taught in today's schools. Therefore, the development of content for the tests depended on extensive analysis of current curricular materials. At the beginning of the test development effort, lists were made of leading textbook series, syllabuses, state guidelines, and other curricular sources. The test authors and authorial assistants next analyzed and summarized these materials. Based on these comprehensive summaries, test "blueprints" were prepared. The test blueprints indicated the proportion of test items on various topics needed to give balanced coverage to the curriculum. For example, the blueprints would indicate how many items should be devoted to addition of whole numbers, geometric concepts, etc., for a grade 4 mathematics test.

After test blueprints were developed, the actual item writing took place. Items were written to cover each subtopic in the blueprints. A sufficient number of items was written for each subtopic so that, after classroom tryout, any items which were not functioning satisfactorily could be eliminated without adversely affecting the balance of test content. Following item writing, the items were edited by the publisher and reviewed by independent authorities. Appropriateness of content and format, clarity of wording, and other such factors were examined and, where possible, improved upon.

Item Analysis

The Metropolitan tests were subjected to extensive classroom tryout. Despite the thoroughness with which any test is written, reviewed, and edited, it is still necessary to determine how pupils handle the items in ordinary classroom situations. The item analysis research program helps to identify items that are not clear to pupils for some reason or are not appropriate in terms of difficulty level for most pupils.

The Metropolitan item analysis program took place in April 1968. Approximately 12,000 test items, divided into five forms at each of five battery levels, were tried out. Approximately 50,000 pupils from 25 different school systems were included in the program. Schools were selected so as to represent the national school population in terms of geographic region, size of city, and socioeconomic status. The sample of pupils used for the item analysis had an average IQ of 100 on *Otis-Lennon Mental Ability Test.*

The item analysis program provided data on the difficulty level of each item, the percent of pupils giving each option as the answer to each item, the relationship between response to each item and total score on the test, the reliability of each test, and the intercorrelations among subtests. These data were provided for each item or test for the grade(s) for which the item or test was intended as well as for one grade above and below the intended grade(s). These data allowed identification of items that were ambiguous, too easy, too difficult, or otherwise unsuitable. Since only about 6000 items were needed for the final edition of the test, a high degree of selectivity could be exercised in obtaining the best items for the final tests.

In addition to the actual test data obtained in the item analysis program, valuable information was obtained from a Teacher Questionnaire distributed to the approximately 1500 teachers involved in the item analysis research. The questionnaire covered such matters as clarity of directions and of items, appropriateness of format, and time required to complete the tests. Analysis of teacher responses to the questionnaire helped to formulate final test content, directions, and time limits.

Standardization

The national standardization for *Metropolitan Achieveme Tests* was conducted to obtain final norms and supporting da for the series. The standardization program was designed yield uniquely comprehensive data for the series. The samp of pupils tested was selected so as to provide a set of norm which accurately reflected national levels of achievement.

The Metropolitan tests were empirically standardized at tw times during the year, in October and in April of the 1969-7 school year. All pupils in the standardization took *Otis-Lenno Mental Ability Test* as well as the appropriate battery level Metropolitan. All answer documents used in the standardiz tion were electronically processed.

The standardization samples were selected to represent th national population in terms of geographic region, size of cit socioeconomic status, and public vs. non-public schools. Table indicates the percent of pupils in each of four geographic r gions and in each of four sizes of city in the standardizatio sample and in the national population. A special socioeconom index based on median family income and median years schooling for adults in communities was used for selecting th Metropolitan standardization sample. The median IQ on *Oti Lennon Mental Ability Test* for the Metropolitan sample wa 100 in each grade.

Table 4. Percent of Pupils by City Size and Geographic Region in National Population and in Metropolitan Standardization Samples*

City Size:	250,000 plus	25,000-249,000	2,500-24,000	Rural
National Pop.	22	20	28	30
Metro. Sample	21	21	29	26
Geo. Region	Northeast	Midwest	Southeast	West
National Pop.	27	29	22	22
Metro. Sample	23	28	27	22

*Metropolitan data are averages for Fall and Spring standardization groups combined.

Validity and Reliability

The validity of an achievement test is defined primarily terms of *content validity.* A test has content validity if the te items adequately cover the curricular areas that the test is sup posed to evaluate. Since each school has its own curriculun the content validity of *Metropolitan Achievement Tests* mu be evaluated by each school. It cannot be claimed that the tes are universally valid. To assist schools in judging the conte validity of the tests, the authors and publisher have prepare content outlines for the tests and described the procedures use in developing the test content.

Table 5 presents reliability data for the Primary II Batter tests administered at the beginning of Grade 3. Split-half (od even) coefficients, corrected by the Spearman-Brown formul Saupe's estimate of Kuder-Richardson Formula 20 reliabilit and standard errors of measurement in terms of raw scor standard score, and grade equivalent are given. Data are base on all pupils tested in the Fall standardization with Form C Grade 3. The standard errors of measurement are based on us of the split-half coefficient.

Table 5. Reliability Coefficients and Standard Errors of Measurement for Primary II Subtests

Test	r_{oe}	r_{tt}	Std. Error of Meas.		
			RS	SS	GE
Word Knowledge	.93	.95	2.0	2.5	.3
Word Analysis	.90	.93	2.0	2.8	.3
Reading	.93	.95	2.3	2.7	.3
Total Reading	.96	.97	3.1	1.9	.2
Spelling	.94	.96	1.7	2.2	.2
Math. Computation	.86	.91	1.8	3.0	.2
Math. Concepts	.85	.89	2.2	3.9	.4
Math. Problem Solving	.88	.92	1.9	3.5	.3
Total Mathematics	.95	.96	3.5	2.1	.2

TECHNICAL INFORMATION Metropolitan Achievement Tests - Elementary

The development of a series such as *Metropolitan Achievement Tests* is a very large undertaking. Many steps are followed in the development, and vast amounts of data are collected. For example, for Metropolitan, the prepublication research extended over a three-year period and involved approximately 250,000 pupils and their teachers. This section of the Teacher's Handbook simply provides an overview of the development and technical characteristics of *Metropolitan Achievement Tests*. Extended discussions and additional data on each of the topics treated below are contained in the various technical publications for the series.

Content Development

Metropolitan Achievement Tests are designed to evaluate what is being taught in today's schools. Therefore, the development of content for the tests depended on extensive analysis of current curricular materials. At the beginning of the test development effort, lists were made of leading textbook series, syllabuses, state guidelines, and other curricular sources. The test authors and authorial assistants next analyzed and summarized these materials. Based on these comprehensive summaries, test "blueprints" were prepared. The test blueprints indicated the proportion of test items on various topics needed to give balanced coverage to the curriculum. For example, the blueprints would indicate how many items should be devoted to addition of whole numbers, geometric concepts, etc., for a grade 4 mathematics test.

After test blueprints were developed, the actual item writing took place. Items were written to cover each subtopic in the blueprints. A sufficient number of items was written for each subtopic so that, after classroom tryout, any items which were not functioning satisfactorily could be eliminated without adversely affecting the balance of test content. Following item writing, the items were edited by the publisher and reviewed by independent authorities. Appropriateness of content and format, clarity of wording, and other such factors were examined and, where possible, improved upon.

Item Analysis

The Metropolitan tests were subjected to extensive classroom tryout. Despite the thoroughness with which any test is written, reviewed, and edited, it is still necessary to determine how pupils handle the items in ordinary classroom situations. The item analysis research program helps to identify items that are not clear to pupils for some reason or are not appropriate in terms of difficulty level for most pupils.

The Metropolitan item analysis program took place in April 1968. Approximately 12,000 test items, divided into five forms at each of five battery levels, were tried out. Approximately 50,000 pupils from 25 different school systems were included in the program. Schools were selected so as to represent the national school population in terms of geographic region, size of city, and socioeconomic status. The sample of pupils used for the item analysis had an average IQ of 100 on *Otis-Lennon Mental Ability Test*.

The item analysis program provided data on the difficulty level of each item, the percent of pupils giving each option as the answer to each item, the relationship between response to each item and total score on the test, the reliability of each test, and the intercorrelations among subtests. These data were provided for each item or test for the grade(s) for which the item or test was intended as well as for one grade above and below the intended grade(s). These data allowed identification of items that were ambiguous, too easy, too difficult, or otherwise unsuitable. Since only about 6000 items were needed for the final edition of the test, a high degree of selectivity could be exercised in obtaining the best items for the final tests.

In addition to the actual test data obtained in the item analysis program, valuable information was obtained from a Teacher Questionnaire distributed to the approximately 1500 teachers involved in the item analysis research. The questionnaire covered such matters as clarity of directions and of items, appropriateness of format, and time required to complete the tests. Analysis of teacher responses to the questionnaire helped to formulate final test content, directions, and time limits.

Standardization

The national standardization for *Metropolitan Achievement Tests* was conducted to obtain final norms and supporting data for the series. The standardization program was designed to yield uniquely comprehensive data for the series. The sample of pupils tested was selected so as to provide a set of norms which accurately reflected national levels of achievement.

The Metropolitan tests were empirically standardized at two times during the year, in October and in April of the 1969-70 school year. All pupils in the standardization took *Otis-Lennon Mental Ability Test* as well as the appropriate battery level of Metropolitan. All answer documents used in the standardization were electronically processed.

The standardization samples were selected to represent the national population in terms of geographic region, size of city, socioeconomic status, and public vs. non-public schools. Table 4 indicates the percent of pupils in each of four geographic regions and in each of four sizes of city in the standardization sample and in the national population. A special socioeconomic index based on median family income and median years of schooling for adults in communities was used for selecting the Metropolitan standardization sample. The median IQ on *Otis-Lennon Mental Ability Test* for the Metropolitan sample was 100 in each grade.

Table 4. Percent of Pupils by City Size and Geographic Region in National Population and in Metropolitan Standardization Samples*

City Size:	250,000 plus	25,000-249,000	2,500-24,000	Rural
National Pop.	22	20	28	30
Metro. Sample	21	21	29	28
Geo. Region	Northeast	Midwest	Southeast	West
National Pop.	27	29	22	22
Metro. Sample	23	28	27	22

*Metropolitan data are averages for Fall and Spring standardization groups combined.

Validity and Reliability

The validity of an achievement test is defined primarily in terms of *content validity*. A test has content validity if the test items adequately cover the curricular areas that the test is supposed to evaluate. Since each school has its own curriculum, the content validity of *Metropolitan Achievement Tests* must be evaluated by each school. It cannot be claimed that the tests are universally valid. To assist schools in judging the content validity of the tests, the authors and publisher have prepared content outlines for the tests and described the procedures used in developing the test content.

Table 5 presents reliability data for the Elementary Battery tests administered at the beginning of Grade 4. Split-half (odd-even) coefficients, corrected by the Spearman-Brown formula, Saupe's estimate of Kuder-Richardson Formula 20 reliability, and standard errors of measurement in terms of raw score, standard score, and grade equivalent are given. Data are based on all pupils tested in the Fall standardization with Form C at Grade 4. The standard errors of measurement are based on use of the split-half coefficient.

Table 5. Reliability Coefficients and Standard Errors of Measurement for Elementary Subtests

Test	r_{oe}	r_{tt}	Std. Error of Meas.		
			RS	SS	GE
Word Knowledge	.94	.95	2.5	2.7	.3
Reading	.92	.93	2.5	3.9	.4
Total Reading	.96	.97	3.5	2.5	.3
Language	.93	.93	2.8	3.5	.4
Spelling	.96	.97	2.0	2.2	.3
Math. Computation	.88	.91	2.2	3.2	.3
Math. Concepts	.90	.91	2.4	3.7	.4
Math. Problem Solving	.91	.93	2.0	3.5	.4
Total Mathematics	.96	.97	4.0	2.2	.2

IOWA TEST OF BASIC SKILLS

This achievement battery is used for obtaining a norm referenced grade equivalent in grades four through eight. Buros' Sixth Mental Measurement Yearbook provides technical data and references to additional information. This data is reproduced on the following pages. (This test is radio-administered.)

IOWA TESTS OF BASIC SKILLS.

Grades 3-9; 1955-56; 15 scores: vocabulary, reading comprehension, language (5 scores), work-study skills (4 scores), arithmetic skills (3 scores), total; IBM and MRC; Forms 1 ('55), 2 ('56), (96 pages); teacher's manual ('56, 04 pages) for use with MRC answer sheets; teacher's manual ('56, 23 pages) for use with IBM answer sheets; administrator's manual ('56, 111 pages); profile ('55, 1 page; pupil report folder ('55, 4 pages); separate answer sheets must be used; 84¢ per test; $3.36 per set of 35 MRC answer sheets, teacher's MRC manual, and 35 pupil report folders; 45¢ per hand scoring stencil for MRC answer sheets (machine scoring service, by Measurement Research Center, Inc., may be arranged through the publisher); $5.76 per set of 35 IBM answer sheets, teacher's MRC manual, and teacher's IBM manual; hand and machine scoring stencils for IBM answer sheets: $1.47 per set for grades 3-5, $1.68 per set for grades 6-9; 90¢ per 35 profiles; 90¢ per 35 pupil report folders; 90¢ per administrator's manual; $2.25 per specimen set; postage extra; 279 (315) minutes in 4 sessions; E. F. Lindquist, A. N Hieronymus, and others; Houghton Mifflin Co.*

Part 1 Nature and Purposes of the Tests

he *Iowa Tests of Basic Skills* provide for comprehensive ieasurement of growth in the fundamental skills: listen-ig, vocabulary, word analysis, reading, the mechanics f writing, methods of study, and mathematics. These kills are crucial in current day-to-day learning activities nd in future educational development as well.

Periodic, reliable measurement of the development f these skills provides an incentive to the pupil, a tool or the teacher, a guide for the school administrator, and n accounting to the parents.

There is nothing magic about tests. They are tools f instruction. Test results should never replace teacher dgment. Rather, they should be used in conjunction vith everything else the teacher knows about the pupil o meet his instructional needs.

The development of the basic skills is a continuous rocess. But the rate of skills development differs widely mong children of the same age or grade. Some children earn rapidly. Others, who may be as conscientious and ighly motivated, learn slowly. Most children are more roficient in some skills than in others. Some children rogress more rapidly with certain methods, materials, nd teaching styles than with others. It is the challenge f providing for the varying conditions of learning that akes teaching such an exciting profession. Tests that rovide dependable information about the strengths and eaknesses in each pupil's skills will help the teacher o meet this challenge.

Description of the Primary Battery

he Primary Battery of the *Iowa Tests of Basic Skills* is vailable in two *forms* (5 and 6), two *levels* (7 and 8), nd three *editions* (Standard, machine-scorable; Basic, achine-scorable; and Basic, hand-scorable).

Forms

Both levels and all three editions are available in two equivalent forms, 5 and 6. Both forms were assembled at the same time, to the same content and difficulty specifications, from the same pool of extensively pre-tried items. The derived scores (grade equivalents, percentile ranks, and stanines) were carefully equated to provide comparability of results from the two forms.

Levels

The subtests of the Primary Battery have been organized in two levels, 7 and 8, to articulate with levels 9-14 of the *Iowa Tests of Basic Skills.* Levels were constructed in such a manner as to reflect progress in a continuous developmental sequence from grade 1 to grade 8. Levels are designed to correspond roughly to chronological age. Thus, the Level 7 tests correspond to the average achievement level of children 7 years old, and so on. Users who are accustomed to thinking of developmental level in terms of grade level should note that each level number of the test is the grade number plus six. Thus, Level 7 parallels average achievement in grade 1 (1 + 6); Level 8, that in grade 2 (2 + 6); etc. The level, age, and grade relationships are summarized below:

Level	Age	Grade
Level 7	7	1.7-2.5
Level 8	8	2.6-3.5
Level 9	9	3
Level 10	10	4
Level 11	11	5
Level 12	12	6
Level 13	13	7
Level 14	14	8-9

Individualized Testing

An important feature of levels 9-14 is provision for individualized testing, i.e., administering different *levels* of the tests to pupils at different levels of educational development in the same classroom.

Because many of the tests in levels 7 and 8 are read aloud during administration, the two levels may not be simultaneously administered in the same classroom. Nevertheless, it may be desirable to administer more than one level to children in the same classroom by organizing subgroups for purposes of test administration.

The tests for the levels are quite variable in content and difficulty, reflecting individual differences in rates of development. Level 7 was constructed for maximum efficiency in measurement for the *average* achievement level near the end of grade 1 or in the first half of grade 2 (grades 1.7-2.5). Similarly, Level 8 represents an average achievement level in grades 2.6 to 3.5.

However, the use of a given level should not necessarily be restricted to children in a given grade range. These are *average* developmental levels only. Children who are markedly advanced in skills development might more appropriately be tested with a more advanced level of the tests. It is probably even more appropriate to administer tests "out of level" to children who are retarded in skills development. Tests which are too difficult and demanding for an individual pupil are not only frustrating but inappropriate.

Editions

Standard Edition, Machine-Scorable

The Standard Edition (28 pages) is the complete edition, consisting of 15 subtests. This is a comprehensive battery covering the important skills objectives of the primary instructional program. Responses are marked by the pupils in specially printed machine-scorable booklets, which are sent to Houghton Mifflin Scoring Service for scoring and the preparation of reports.

The tests are essentially "power" tests. They are untimed, and there is no emphasis on speed. Instructions are to "allow all but the slowest pupils to finish."

Nine of the 15 subtests are orally administered in order to minimize the effects of reading mechanics on skills which are relatively independent of reading.

The behavioral objectives represented in the tests were determined through systematic analysis of courses of study and instructional materials and methods. The content of the tests has been very carefully selected to represent the best of curriculum practices and to reflect current emphasis on social utility and relevance for a diverse population.[1] A complete description of skills included in each subtest is given in Part 6.

Basic Edition, Machine-Scorable

The Basic Edition (16 pages) is a shorter battery, consisting of 8 of the 15 subtests in the Standard Edition. Responses are marked in the test booklets, which are sent to Houghton Mifflin Scoring Service for electronic scoring and processing. The total testing time is approximately two hours.

Basic Edition, Hand-Scorable

The hand-scorable version of the Basic Edition is identical to the machine-scorable version except that it does not have the special printing necessary for machine scoring. Easy-to-use scoring masks are available for hand scoring.

Note: This Teacher's Guide *is for use with both the Basic Editions and the Standard Edition. Throughout the Guide the names of the Basic Edition subtests are preceded by a square,* ■, *as are special directions for administering the Basic subtests. For example, "page 4 [■ 2]" indicates that the Standard page is 4; the Basic page, 2.*

A descriptive outline of the Primary Battery appears opposite.

---

[1] The *Iowa Tests of Basic Skills* are designed and constructed by the professional staff of the College of Education at The University of Iowa. Income from the sale of the tests is used for research in test development and utilization. This project has been a continuous endeavor since 1935; curriculum innovations and other changes are under constant study, as are techniques to improve the precision and meaningfulness of pupil assessment.

REFERENCES

1. Barry, Barbara A., A Comparison of the Metropolitan Achievement Test and the Iowa Tests of Basic Skills in Grade Four in a Typical New England Town. Master's thesis, Boston University (Boston, Mass.), 1958.

2. Orton, Kenneth Dallas, An Empirical Study of Annual Gains in the Iowa Tests of Basic Skills at Various Achievement Levels, Doctor's thesis, State University of Iowa (Iowa City, Iowa), 1958 (DA 19:1657)

3. Scannell, Dale Paul, Differential Prediction of Academic Success From Achievement Test Scores. Doctor's thesis, State University of Iowa (Iowa City, Iowa), 1958. (DA 19:2007)

4. Croft, Ella Joyce. "Prediction of Clothing Construction Achievement of High School Girls." Ed & Psychol Meas 19: 653-5 w '59. (PA 34:6562)

5. Hage, Dean S., and Stroud, James B., "Reading Proficiency and Intelligence Scores, Verbal and Nonverbal." J Ed Res 52: 258-62 Mr '59. (PA 34: 4813)

6. Knief, Lotus M., and Stroud, James B. "Intercorrelations Among Various Intelligence, Achievement, and Social Class Scores." J Ed Psychol 50:117-20 Je '59. (PA 35:779)

7. Oakes, Frederick, Jr. The Contribution of Certain Variables to the Academic Achievement of Gifted Seventh Grade Students in an Accelerated General Science Curriculum. Doctor's thesis, New York University (New York, N. Y.), 1959. (DA 20:4002)

8. Garlock, J. C., and Harsh, J. R. " Comparative Study of Four Commonly Used Achievement Tests." Calif J Ed Res 11:147-54 S '60 (PA 35:7117)

9. Harbilas, John N. The Iowa Tests of Basic Skills and The SRA Primary Mental Abilities as Predictors of Success in Seventh Grade Science. Master's thesis, Stetson University (DeLand, Fla.), 1960.

10. Mariglio, Angelo J. A Pilot Study of the Relation of the Work Study Skills Scores of the Iowa Tests of Basic Skills to the Semester Grades of Citizenship Education of Selected Ninth Grade Students. Master's thesis, Niagara University (Niagara University, N. Y.), 1960.

11. Scannell, Dale P. "Prediction of College Success From Elementary and Secondary School Performance." J Ed Psychol 51-130-4 Je '60. (PA 35: 3987).

12. Anderson, Vayden. A Study of Results When the Iowa Tests of Basic, Skills Are Administered to Selected Low Achievers in the Fifth and Sixth Grades. Master's thesis, Winona State College (Winona, Minn.) 1961.

13. Chaturvedi, Vipula. An Investigation into the Generality of Composite Scores on the Iowa Test of Basic Skills. Master's thesis, State University of Iowa (Iowa City, Iowa), 1961.

14. Gnauck, Johanna, and Kaczkowski, Henry. "Prediction of Junior High School Performance." Ed & Psychol Meas 21:485-8 su '61. (PA 36:2K (PA 36:2KL85G)

15. Taylor, Edward A., and Crandall, James H. "A Study of the 'Norm-Equivalence' of Certain Tests Approved for the California State Testing Program." Calif J Ed Res 13:186-92 S'62.

16. Womer, Frank B., "BJMP Test Project Establishes Local Norms." Mich Ed J 39: 522-3+ Ap '62.

17. Finley, Carmen J., "A Comparison of the California Achievement Test, Metropolitan Achievement Test and Iowa Test of Basic Skills." Calif. J Ed Res 14:79-88 Mr. '63. (PA 38:1422)

LORGE-THORNDIKE INTELLIGENCE TESTS

This I.Q. test is used in the fourth and seventh grades to obtain an I.Q. score for students in those grades. This score is recorded with the annual ITBS scores on an automated student history file. Buros' Sixth Mental Measurement Yearbook provides technical data and references to additional information. This data is reproduced on the following pages. (This test is radio-administered.)

THE LORGE-THORNDIKE INTELLIGENCE TESTS.

Grades KGN-1, 2-3, 4-6, 7-9, 10-12; 1954-62; IBM and MRC for grades 4-12; Forms A, B, ('54, 6-11 pages); 5 levels; 2 tests (nonverbal, verbal) and 2 editions (consumable, reusable) of each test for levels 3-5; manual ('57, 20-32 pages) for each level (1-5); MRC manual ('59, 32 pages) for each level (3-5); revised technical manual ('62, 24 pages); Levels 1-2: $3.45 per 35 tests; Levels 3-5: $2.70 per 35 copies of either test of consumable edition, separate answer sheets must be used with reusable edition, $3 per 35 copies of either test of reusable edition, $1.44 per 35 IBM answer sheets for either test, 24¢ per scoring stencil, $7.50 per 100 MRC answer sheets for both tests, 45¢ per MRC stencil for hand scoring (machine scoring service, by Measurement Research Center, Inc., may be arranged through the publisher), 45¢ per MRC manual; 45¢ per technical manual; 45¢ per combined specimen set of levels 1-2; 45¢ per specimen set of any one of levels 3-5: $2.25 per complete specimen set; postage extra; Spanish directions available for nonverbal batteries; Irving Lorge and Robert L. Thorndike; Houghton Mifflin Co.*

a) Level 1, Nonverbal Battery. Grades kgn-1; (35) minutes in 2 or 3 sessions.

b) Level 2, Nonverbal Battery. Grades 2-3; (35) minutes

c) Level 3. Grades 4-6; IBM and MRC.
  1) Verbal Battery. 34 (44-49) minutes.
  2) Nonverbal Battery. 27 (37-39) minutes.

d) Level 4. Grades 7-9; IBM and MRC.
  1) Verbal Battery. 34 (44-49) minutes
  2) Nonverbal Battery. 27 (37-39) minutes.

e) Level 5. Grades 10-12; IBM and MRC.
  1) Verbal Battery. 34(44-49) minutes
  2) Nonverbal Battery. 27 (37-39) minutes.

REFERENCES

1-6 See 5:350.

7. Hage, Dean Silvers. The Effect of Reading Proficiency on Intelligence Scores. Doctor's thesis, State University of Iowa (Iowa City, Iowa), 1957. (DA 18:930)

8. Hage, Dean S., and Stroud, James B. "Reading Proficiency and Intelligence Scores, Verbal and Nonverbal." J Ed Res 52:258-62 Mr '59. (PA 34: 4813)

9. Knief, Lotus M., and Stroud, James B. "Intercorrelations Among Various Intelligence, Achievement, and Social Class Scores." J Ed Psychol 50:117-20 Je '59. (PA 35:779)

10. Gnauck, Johanna, and Kaczkowski, Henry. "Prediction of Junior High School Performance." Ed & Psychol Meas 21:485-8 su '61. (PA 36:2KL85G)

11. Anderson, William F. "Relation of Lorge-Thorndike Intelligence Test Scores of Public School Pupils to the Socio-Economic Status of Their Parents." J Exp Ed 31:73-6 S '62. (PA 37:7990)

12. Bromer, John A.; Johnson J. Myron; and Sevransky, Paul. "Validity Information Exchange, No. 15-02: D.O.T. Code 4-97.010, 4-75,120, 4-85.040, Craft Foremen Correspond to Foremen I; 5-91.275, 5-91.088, 5-91.091, 5-91.831, 5-91.812, Process, Production, and Warehouse Foremen Correspond to Foremen I." Personnel Psychol 15:107-9 sp '62.

13. Doherty, Victor W., And Ingebo, George S. "The Development of a school Ability Measure Based on the Lorge-Thorndike Intelligence Test." Yearb Nat Council Meas Ed 19:67-71 '62.

14. Kilgore, Leonard Louis, Jr. Relationships Between Socioeconomic Levels and Changes in Measured Intelligence. Doctor's thesis, George Peabody College for Teachers (Nashville, Tenn.). 1962 (DA 23:2009)

15. Womer, Frank B. "BJMP Test Project Establishes Local Norms." Mich Ed J 39:522-3+ Ap '62.

16. Caplan, Stanley W.; Ruble, Ronald A.; and Segel, David. "A Theory of Educational and Vocational Choice in Junior High School." Personnel & Guid J 42:129-35 O '63.

17. MacArthur, R. S., And Elley, W. B.. "The Reduction of Socioeconomic Bias in Intelligence Testing." Brit J Ed Psychol 33:107-19 Je '63. (PA 38:4271)

SAMPLES OF PRIMARY & INTERMEDIATE/UPPER

SEI, TASC, MCI, & ADQ

(INCLUDING INSTRUCTION, ANSWER SHEETS,
AND AFFECTIVE DOMAINE OBJECTIVE LISTS)

INSTRUCTIONS FOR TEACHERS ADMINISTERING THE SEI, TASC AND METROPOLITAN TESTS (GRADES 1-3)

GENERAL: You should have available one copy each of the SEI (Self-Esteem Inventory), the TASC (Test Anxiety Scale) and the Metropolitan Achievement Test and a data sheet for each student. The data sheet will have your grade level pre-coded. Please check to see that you have the correct grade indicated before distributing. The school code indicated is not the same as the one listed in the Public School Telephone Directory but has been assigned to your school for this project only.

ALL CODING WILL BE DONE BY CLERKS IN THE EVALUATION DIVISION OFFICE. TEACHERS AND/OR STUDENTS NEED ONLY WRITE THE INFORMATION REQUESTED IN THE BOXES PROVIDED ON THE SHEETS.

You may administer the tests at one time or separately, whichever you and your principal decide. Please return all materials.

DATA SHEET:

1) In the section marked "STUDENT ID/CODE NUMBER" write in the student's test number (6-digit elementary number) SKIP THE FIRST THREE BOXES. Use only the last six boxes. (Remember, you need not fill in the coding portion) Just write in the boxes at the top.

2) In the section marked "SEX" write 1 if the student is male, 2 if the student is female.

3) In the section marked "STUDENT BIRTHDATE" write the month (01 for January; 02 for February; .... 11 for November; and 12 for December), day (01 for first, etc.,) and year (65 for 1965, etc.,)

4) In the section marked "STUDENT NAME" write one letter per box until completed or the space runs out. (Start with last name, skip to first name and begin again. Then put the middle initial in the box marked "I").

5) In the section marked "TEACHER LAST NAME" write one letter per box until completed or the space runs out. (Start at the left side).

6) LEAVE ALL OTHER SECTIONS BLANK PLEASE.

ANSWER SHEET: None is provided. Be sure each student's full name is on their SEI and GASC tests.

METROPOLITAN ACHIEVEMENT TEST:

1) On the outside back cover of the student's test booklets you will find a shaded box marked "Student Information Box". Please be sure the following boxes are filled in correctly:

   a. "Name" (Last name first, first name next, then middle initial)
   b. "Date of Test" (Date test is administered)
   c. "School" (Name of your school)
   d. "Grade" (e.g. 1, 2, or 3)
   e. "Teacher" (Last name only)

2) Follow the directions in the "Teacher's Directions" booklet. "Sittings" may be combined if desired.

BEST COPY AVAILABLE

STUDENT ID/CODE NUMBER								
0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

GRADE CODE		TEACHER CODE				SCHOOL CODE				SEX CODE	ETHNIC	SPECIALED	ENTRY	REENTRY
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

STUDENT BIRTH-DATE					
MO		DAY		YR	
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

FATHER DATA				MOTHER DATA			
ED		OCC		ED		OCC	
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

OTHER DATA											DATE OF ENTRY			
01	02	03	04	05	06	07	08	09	10	11	MO		YR	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

CODE
0
1
2
3
4
5
6
7
8
9

BEST COPY AVAILABLE

STUDENT NAME																									
LAST NAME															FIRST NAME										I
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

TEACHER LAST NAME														
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U
V
W
X
Y

66

INSTRUCTIONS FOR TEACHERS ADMINISTERING THE SEI, TASC AND METROPOLITAN TESTS (GRADES 1-3)

PLAN* Control Classrooms: Post Tests - 1973/'74

GENERAL:

You should have for each student one copy: the SEI (Self-Esteem Inventory), the TASC (Test Anxiety Scale) and the Metropolitan Achievement Test. Please check to see that you have the proper materials. If not, call Eldon Patterson, 865-4550. A list of students in your class who took the pretest is enclosed. Please have those students who are still in your class take the post tests. Students not on the list do not need to be tested.

You may administer the tests at one time or separately, whichever you and your principal decide. Please return all materials.

ANSWER SHEET:

None is provided. Be sure each student's full name is on each test to facilitate recording their answers for processing on machine scoreable sheets. Results will be sent to you before the end of school on the Metropolitan Achievement Test. As soon as the consultant returns the data on the other tests we will send that to you also.

METROPOLITAN ACHIEVEMENT TEST:

1) On the outside back cover of the student's test booklets you will find a shaded box marked "Student Information Box". Please be sure the following boxes are filled in correctly:
    - a. "Name" (Last name first, first name next, then middle initial)
    - b. "Date of Test" (Date test is administered)
    - c. "School" (Name of your school)
    - d. "Grade" (e.g. 1, 2, 3)
    - e. "Teacher" (Last name only)
2) Follow the directions in the "Teacher's Directions" booklet. "Sittings" may be combined if desired.

STUDENT ID/CODE NUMBER

0 1 2 3 4 5 6 7 8 9

GRADE CODE

0 1 2 3 4 5 6 7 8 9

SCHOOL CODE

0 1 2 3 4 5 6 7 8 9

DISTRICT CODE

0 1 2 3 4 5 6 7 8 9

STATE CODE

0 1 2 3 4 5 6 7 8 9

CODE

0 1 2 3 4 5 6 7 8 9

STUDENT LAST NAME

INIT F L

TEACHER LAST NAME

A B C D E F G H I J K L M N O P Q R S T U V W X Y

BEST COPY AVAILABLE

SEI

1 L U 2 L U 3 L U 4 L U 5 L U 6 L U 7 L U 8 L U 9 L U 10 L U 11 L U 12 L U
13 L U 14 L U 15 L U 16 L U 17 L U 18 L U 19 L U 20 L U 21 L U 22 L U 23 L U 24 L U
25 L U 26 L U 27 L U 28 L U 29 L U 30 L U 31 L U 32 L U 33 L U 34 L U 35 L U 36 L U
37 L U 38 L U 39 L U 40 L U 41 L U 42 L U 43 L U 44 L U 45 L U 46 L U 47 L U 48 L U
49 L U 50 L U 51 L U 52 L U 53 L U 54 L U 55 L U 56 L U 57 L U 58 L U

GASC

1 Y N 2 Y N 3 Y N 4 Y N 5 Y N 6 Y N 7 Y N 8 Y N 9 Y N 10 Y N 11 Y N 12 Y N
13 Y N 14 Y N 15 Y N 16 Y N 17 Y N 18 Y N 19 Y N 20 Y N 21 Y N 22 Y N 23 Y N 24 Y N
25 Y N 26 Y N 27 Y N 28 Y N 29 Y N 30 Y N 31 Y N 32 Y N 33 Y N 34 Y N 35 Y N 36 Y N
37 Y N 38 Y N 39 Y N 40 Y N 41 Y N 42 Y N 43 Y N 44 Y N 45 Y N

TASC

51 Y N 52 Y N 53 Y N 54 Y N 55 Y N 56 Y N 57 Y N 58 Y N 59 Y N 60 Y N 61 Y N 62 Y N
63 Y N 64 Y N 65 Y N 66 Y N 67 Y N 68 Y N 69 Y N 70 Y N 71 Y N 72 Y N 73 Y N 74 Y N
75 Y N 76 Y N 77 Y N 78 Y N 79 Y N 80 Y N

NIU-MJP 01

Teacher: Please read entire instruction page before administering test.

Directions for administering the SEI - 1st, 2nd, and 3rd Grades.

"PUT YOUR NAME AT THE TOP OF THIS PAGE."

" I'M GOING TO ASK YOU SOME QUESTIONS ABOUT HOW YOU USUALLY FEEL ABOUT THINGS. SOMETIMES YOU'LL WANT TO ANSWER YES, SOMETIMES YOU'LL WANT TO ANSWER NO."

"LOOK AT THE FIRST TWO BOXES OVER HERE." (point) "THIS IS THE YES BOX," (point) "THIS IS THE NO BOX." (point) "SHOW ME THE YES BOX." (have children point) "SHOW ME THE NO BOX."

(Point to the yes box, then ask:) "WHAT BOX IS THIS?"
(Point to the no box, then ask:) "WHAT BOX IS THIS?"

Repeat or explain individually to children who do not respond appropriately.

."IF YOU WANT TO ANSWER YES, PUT AN X IN THE YES BOX.
"IF YOU WANT TO ANSWER NO, PUT AN X IN THE NO BOX.

Example on chalkboard:

	YES	NO
Do you like to eat candy	☐	☐

(Put an X in the appropriate box after children respond orally.

"THIS IS A MARKER TO HELP YOU KEEP YOUR PLACE. NOW, PUT YOUR MARKER UNDER THE FIRST TWO BOXES. LISTEN."

1 - Read .... "PUT YOUR X DOWN."
"READY, MOVE YOUR MARKER DOWN TO THE NEXT SET OF BOXES. LISTEN."

2 - Read ....continue in this manner until you have finished the test.

Please administer the test in two sittings; sitting one, items 1-28, sitting two, items 29-58.

If possible, it is strongly advised that you administer the test to groups of 8-10 children at a time. Have the children's seats arranged in a manner to minimize copying behavior.

READ EACH ITEM PLUS THE ALTERNATE AND WORDS IN PARENTHESES.

You will need to have amrker for each child.

S.E.I.
(Grades 1-3)

NAME: ______________________________
(First MI Last)

Mark with an ☒

			YES	NO
.	Do you think you spend a lot of time daydreaming?	1.	☐	☐
.	Are you pretty sure of yourself?	2.	☐	☐
.	Do you often wish you were someone else?	3.	☐	☐
.	Do you think you're easy to like?	4.	☐	☐
.	Do your parents and you have a lot of fun together?	5.	☐	☐
.	Do you *ever* worry about anything?	6.	☐	☐
7.	Do you find it very hard to talk in front of the class?	7.	☐	☐
8.	Do you wish you were younger?	8.	☐	☐
9.	Do you think there are lots of things about yourself you'd change if you could?	9.	☐	☐
0.	Do you think you can make up your mind about things without too much trouble?	10.	☐	☐
1.	Do you think you're a lot of fun to be with?	11.	☐	☐
2.	Do you get upset easily at home?	12.	☐	☐
3.	Do you think you *always* do the right thing?	13.	☐	☐

(over)

			YES	NO
14.	Are you proud of your school work?	14.	☐	☐
15.	Does someone always have to tell you what to do?	15.	☐	☐
16.	Does it take you a long time to get used to anything new?	16.	☐	☐
17.	Do you often feel sorry about the things you do?	17.	☐	☐
18.	Do you think you're popular with kids your own age?	18.	☐	☐
19.	Do you think your parents usually consider your feelings?	19.	☐	☐
20.	Are you ever unhappy?	20.	☐	☐
21.	Do you think you're doing the best work that you can?	21.	☐	☐
22.	Do you think you give in very easily?	22.	☐	☐
23.	Do you think you can usually take care of yourself?	23.	☐	☐
24.	Are you pretty happy?	24.	☐	☐
25.	Would you rather play with children younger than you?	25.	☐	☐
26.	Do you think your parents expect too much of you?	26.	☐	☐
27.	Do you like everyone you know?	27.	☐	☐
28.	Do you like to be called on in class?	28.	☐	☐

29. Do you think you understand yourself? 29. ☐ ☐

30. Do you think its pretty tough to be you? 30. ☐ ☐

31. Do you think things are all mixed up in your life? 31. ☐ ☐

32. Do kids usually follow your ideas? 32. ☐ ☐

33. Do you think people pay much attention to you at home? 33. ☐ ☐

34. Do you ever get scolded? 34. ☐ ☐

35. Are you doing as well in school as you'd like to? 35. ☐ ☐

36. Can you make up your mind and stick to it? 36. ☐ ☐

37. Do you like being a boy - girl? 37. ☐ ☐

38. Do you think bad things about yourself? 38. ☐ ☐

39. Do you like to be with other people? 39. ☐ ☐

40. Are there times when you'd like to leave home? 40. ☐ ☐

41. Are you ever shy? 41. ☐ ☐

42. Do you often feel upset in school? 42. ☐ ☐

43. Do you often feel ashamed of yourself? 43. ☐ ☐

(over)

BEST COPY AVAILABLE

			YES	N
44.	Do you think that you're as nice looking as most people?	44.	☐	☐
45.	If you have something to say, do you usually say it?	45.	☐	☐
46.	Do you think kids pick on you very often?	46.	☐	☐
47.	Do you think your parents understand you?	47.	☐	☐
48.	Do you always tell the truth?	48.	☐	☐
49.	Does your teacher make you feel like you're not good enough?	49.	☐	☐
50.	Do you care what happens to you?	50.	☐	☐
51.	Do you think you're a failure?	51.	☐	☐
52.	Do you get easily upset when you're scolded?	52.	☐	☐
53.	Do you think most people are better liked than you are?	53.	☐	☐
54.	Do you usually feel as if your parents want you to be doing too many things?	54.	☐	☐
55.	Do you always know what to say to people?	55.	☐	☐
56.	Do you often get discouraged in school?	56.	☐	☐
57.	Do things usually bother you?	57.	☐	☐
58.	Do you think you can be depended on?	58.	☐	☐

NAME ______________________________
(First MI Last)

DIRECTIONS: (Grades 1-3)
Write Y for YES or N for NO beside the number in the right-hand margin.

Do you worry when the teacher says that she is going to ask you questions to find out how much you know? 51.

Do you worry about being promoted, that is, passing to the next grade at the end of the year? 52.

When the teacher asks you to get up in front of the class and read aloud are you afraid that you are going to make some bad mistakes? 53.

When the teacher says that she is going to call upon some students in the class to do math, do you hope that she will call upon someone else and not you? 54.

Do you sometimes dream at night that you are in school and cannot answer the teacher's questions? 55.

When the teacher says that she is going find out how much you have learned does your heart begin to beat faster? 56.

When the teacher is teaching you about math, do you feel that other children in the class understand her better than you do? 57.

When you are in bed at night, do you sometimes worry about how you are going to do in class the next day ? 58.

When the teacher asks you to write on the blackboard in front of the class, does the hand you write with sometimes shake a little? 59.

When the teacher is teaching you about English, do you feel that other children in class understand her better than you do? 60.

Do you worry more about school than other children? 61.

When you are at home and you are thinking about your math for the next day, do you become afraid that you will get the answers wrong when the teacher calls upon you? 62.

If you are sick and miss school, do you worry that you will do more poorly in your schoolwork than other children when you return to school? 63.

Do you sometimes dream at night that other boys and girls in your class can do things you cannot do? 64.

When you are at home and you are thinking about your English lesson for the next day, do you worry that you will do poorly on the lesson? 65.

When the teacher says that she is going to find out how much you have learned, do you get a funny feeling in your stomach? 66.

If you did very poorly when the teacher called on you, would you probably feel like crying even though you would try not to cry? 67.

Do you sometimes dream at night that the teacher is angry because you do not know your lessons? 68.

TASC (continued)

TO TEACHER: PLEASE READ THIS NEXT SECTION CAREFULLY AND BE SURE STUDENTS UNDERSTAND IT.

In the following questions the word "test" is used. What I mean by "test" is any time the teacher asks you to do something to find out how much you know or how much you have learned. It could be by writing on paper, or by your speaking aloud, or by your writing on the blackboard. Do you understand what I mean by "test"? -- it is any time the teacher asks you to do something to find out how much you know.

9. Are you afraid of school tests? 69.

0. Do you worry a lot before you take a test? 70.

1. Do you worry a lot while you are taking a test? 71.

2. After you have taken a [illegible] do you worry about how well you did on the test? 72.

3. Do you sometimes dream at night that you did poorly on a test you had in school that day? 73.

4. When you are taking a test, does the hand you write with shake a little? 74.

5. When the teacher says that she is going to give the class a test, do you become afraid that you will do poorly ? 75.

6. When you are taking a hard test, do you forget some things you knew very well before you started taking the test? 76.

7. Do you wish a lot of times that you didn't worry so much about tests? 77.

8. When the teacher says that she is going to give the class a test, do you get a nervous or funny feeling? 78.

9. While you are taking a test do you ususally think you are doing poorly? 79.

0. While you are on your way to school, do you sometimes worry that the teacher may give the class a test? 80.

INSTRUCTIONS FOR TEACHERS ADMINISTERING THE SEI AND TASC (GRADES 4-8)

GENERAL:

You should have available one copy of the SEI (Self-Esteem Inventory) and the TASC (Test Anxiety Scale) and a data sheet and an answer sheet for each student. The data sheet and answer sheet will have your grade level pre-coded. Please check to see that you have the correct grade indicated before distributing. The school code indicated on your sheet is not the same as the one listed in the Public School Telephone Directory but has been specially assigned to your school for this project only.

ALL CODING WILL BE DONE BY CLERKS IN THE EVALUATION DIVISION OFFICE. TEACHERS AND/OR STUDENTS NEED ONLY WRITE THE INFORMATION REQUESTED IN THE BOXES PROVIDED ON THE SHEETS.

You may administer the tests at one time or separately, whichever you and your principal decide. Please return all materials.

DATA SHEET:

1) In the section marked "STUDENT ID/CODE NUMBER" write in the student's test number (used for ITBS tests) SKIP THE FIRST THREE BOXES. Use only the last six boxes. (Remember, you need not fill in the coding portion) Just write in the boxes at the top.

2) In the section marked "SEX" write 1 if the student is male, 2 if the student is female.

3) In the section marked "STUDENT BIRTHDATE" write the month (01 for January; 02 for February; .... 11 for November; and 12 for December), day (01 for first, etc.,) and year (65 for 1965,etc.,).

4) In the section marked "STUDENT NAME" write one letter per box until completed or the space runs out. (Start with last name, skip to first name and begin again. Then put the middle initial in the box marked "I").

5) In the section marked "TEACHER LAST NAME" write one letter per box until completed or the space runs out. (Start at the left side).

6) LEAVE ALL OTHER SECTIONS BLANK PLEASE.

ANSWER SHEET:

1) Write the student's test number in the section marked "STUDENT ID/CODE NUMBER" just as you did on the data sheet.

2) In the section marked "STUDENTS LAST NAME" write in the name just as it appears on the data sheet. The "Init" portion is used for First initial in the "F" column and Middle initial in the "M" column.

3) In the section marked "TEACHER LAST NAME" write in the boxes just as you did on the data sheet.

STUDENT ID/CODE NUMBER	GRADE CODE	TEACHER CODE	SCHOOL CODE	SEX CODE	ETHNIC	SPECIALED	ENTRY	REENTRY

STUDENT BIRTH-DATE		
MO	DAY	YR

FATHER DATA		MOTHER DATA	
ED	OCC	ED	OCC

OTHER DATA											DATE OF ENTRY		CODE
01	02	03	04	05	06	07	08	09	10	11	MO	YR	

BEST COPY AVAILABLE

STUDENT NAME		
LAST NAME	FIRST NAME	I

TEACHER LAST NAME

INSTRUCTIONS FOR TEACHERS ADMINISTERING THE SEI, TASC AND ADQ (GRADES 4-8)

PLAN* Classrooms; Post Tests - 1973/'74

GENERAL: You should have available one copy of the SEI (Self-Esteem Inventory), the TASC (Test Anxiety Scale), the ADQ (Affective Domain Questionnaire) and an answer sheet for each student. The answer will have your student data pre-coded. Please check to see that you have the proper materials. If not, call Eldon Patterson at 865-4550. The school code indicated on your sheet is not the same as the one listed in the Public School Telephone Directory but has been specially assigned to your school for this project only.

You may administer the tests at one time or separately, whichever you and your principal decide. Please return all materials.

ANSWER SHEET: Please be sure your students are marking across the entire space provided for marking their answers. A number 2 pencil (or darker) is best for accuracy when machine scoring test answer sheets.

CODE	0 1 2 3 4 5 6 7 8 9
STATE CODE	0 1 2 3 4 5 6 7 8 9
DISTRICT CODE	0 1 2 3 4 5 6 7 8 9
SCHOOL CODE	0 1 2 3 4 5 6 7 8 9
GRADE CODE	0 1 2 3 4 5 6 7 8 9
STUDENT ID/CODE NUMBER	0 1 2 3 4 5 6 7 8 9
TEACHER LAST NAME	A B C D E F G H I J K L M N O P Q R S T U V W X Y
INIT F L	A B C D E F G H I J K L M N O P Q R S T U V W X Y
STUDENT LAST NAME	A B C D E F G H I J K L M N O P Q R S T U V W X Y

BEST COPY AVAILABLE

SEI

1 L U 2 L U 3 L U 4 L U 5 L U 6 L U 7 L U 8 L U 9 L U 10 L U 11 L U 12 L U
13 L U 14 L U 15 L U 16 L U 17 L U 18 L U 19 L U 20 L U 21 L U 22 L U 23 L U 24 L U
25 L U 26 L U 27 L U 28 L U 29 L U 30 L U 31 L U 32 L U 33 L U 34 L U 35 L U 36 L U
37 L U 38 L U 39 L U 40 L U 41 L U 42 L U 43 L U 44 L U 45 L U 46 L U 47 L U 48 L U
49 L U 50 L U 51 L U 52 L U 53 L U 54 L U 55 L U 56 L U 57 L U 58 L U

GASC

1 Y N 2 Y N 3 Y N 4 Y N 5 Y N 6 Y N 7 Y N 8 Y N 9 Y N 10 Y N 11 Y N 12 Y N
13 Y N 14 Y N 15 Y N 16 Y N 17 Y N 18 Y N 19 Y N 20 Y N 21 Y N 22 Y N 23 Y N 24 Y N
25 Y N 26 Y N 27 Y N 28 Y N 29 Y N 30 Y N 31 Y N 32 Y N 33 Y N 34 Y N 35 Y N 36 Y N
37 Y N 38 Y N 39 Y N 40 Y N 41 Y N 42 Y N 43 Y N 44 Y N 45 Y N

TASC

51 Y N 52 Y N 53 Y N 54 Y N 55 Y N 56 Y N 57 Y N 58 Y N 59 Y N 60 Y N 61 Y N 62 Y N
63 Y N 64 Y N 65 Y N 66 Y N 67 Y N 68 Y N 69 Y N 70 Y N 71 Y N 72 Y N 73 Y N 74 Y N
75 Y N 76 Y N 77 Y N 78 Y N 79 Y N 80 Y N

(Grades 4-8) SEI CODE ____________

Please mark each statement in the following way:
If the statement describes how you usually feel, put a check ( ) in the box under the column "LIKE ME."
If the statement does not describe how you usually feel, put a check ( ) in the box under the column "UNLIKE ME."
If an answer sheet is used, use a No. 2 pencil to mark between the dashed lines ¦¦ under L for LIKE or U for UNLIKE.

	LIKE ME L	UNLIKE ME U	
1. I spend a lot of time daydreaming.	☐	☐	1
2. I'm pretty sure of myself.	☐	☐	2
3. I often wish I were someone else.	☐	☐	3
4. I'm easy to like.	☐	☐	4
5. My parents and I have a lot of fun together.	☐	☐	5
6. I never worry about anything.	☐	☐	6
7. I find it very hard to talk in front of the class.	☐	☐	7
8. I wish I were younger.	☐	☐	8
9. There are lots of things about myself I'd change if I could.	☐	☐	9
10. I can make up my mind without too much trouble.	☐	☐	1
11. I'm a lot of fun to be with.	☐	☐	1
12. I get upset easily at home.	☐	☐	1
13. I always do the right thing.	☐	☐	1
14. I'm proud of my school work.	☐	☐	1
15. Someone always has to tell me what to do.	☐	☐	1
16. It takes me a long time to get used to anything new.	☐	☐	1
17. I'm often sorry for the things I do.	☐	☐	1
18. I'm popular with kids my own age.	☐	☐	
19. My parents usually consider my feelings.	☐	☐	
20. I'm never unhappy.	☐	☐	
21. I'm doing the best work that I can.	☐	☐	
22. I give in very easily.	☐	☐	
23. I can usually take care of myself.	☐	☐	
24. I'm pretty happy.	☐	☐	

SEI (Page 2)

		LIKE ME L	UNLIKE ME U	
26.	My parents expect too much of me.	☐	☐	26
27.	I like everyone I know.	☐	☐	27
28.	I like to be called on in class.	☐	☐	28
29.	I understand myself.	☐	☐	29
30.	It's pretty tough to be me.	☐	☐	30
31.	Things are all mixed up in my life.	☐	☐	31
32.	Kids usually follow my ideas.	☐	☐	32
33.	No one pays much attention to me at home.	☐	☐	33
34.	I never got scolded.	☐	☐	34
35.	I'm not doing as well in school as I'd like to.	☐	☐	35
36.	I can make up my mind and stick to it.	☐	☐	36
37.	I really don't like being a boy - girl.	☐	☐	37
38.	I have a low opinion of myself.	☐	☐	38
39.	I don't like to be with other people.	☐	☐	39
40.	There are many times when I'd like to leave home.	☐	☐	40
41.	I'm never shy.	☐	☐	41
42.	I often feel upset in school.	☐	☐	42
43.	I often feel ashamed of myself.	☐	☐	43
44.	I'm not as nice looking as most people.	☐	☐	44
45.	If I have something to say, I usually say it.	☐	☐	45
46.	Kids pick on me very often.	☐	☐	46
47.	My parents understand me.	☐	☐	47
48.	I always tell the truth.	☐	☐	48
49.	My teacher makes me feel I'm not good enough.	☐	☐	49
50.	I don't care what happens to me.	☐	☐	50
51.	I'm a failure.	☐	☐	51
52.	I get upset easily when I'm scolded.	☐	☐	52

	LIKE ME L	UNLIKE ME U	
Most people are better liked than I am.	☐	☐	53
I usually feel as if my parents are pushing me.	☐	☐	54
I always know what to say to people.	☐	☐	55
I often get discouraged in shcool.	☐	☐	56
Things usually don't bother me.	☐	☐	57
I can't be depended on.	☐	☐	58

TASC

(Grades 4-8)

DIRECTIONS:

If an answer sheet is used, please fill in the dashed line ¦¦ under YES or NO according to how you really feel about the question.

Do you worry when the teacher says that she is going to ask you questions find out how much you know? 51.

Do you worry about being promoted, that is, passing to the next grade at the end of the year? 52.

When the teacher asks you to get up in front of the class and read aloud are you afraid that you are going to make some bad mistakes? 53.

When the teacher says that she is going to call upon some students in the class to do math, do you hope that she will call upon someone else and not you? 54.

Do you sometimes dream at night that you are in school and cannot answer the teacher's questions? 55.

When the teacher says that she is going find out how much you have learned does your heart begin to beat faster? 56.

When the teacher is teaching you about math, do you feel that other children in the class understand her better than you do? 57.

When you are in bed at night, do you sometimes worry about how you are going to do in class the next day ? 58.

When the teacher asks you to write on the blackboard in front of the class, does the hand you write with sometimes shake a little? 59.

When the teacher is teaching you about English, do you feel that other children in class understand her better than you do? 60.

Do you worry more about school than other children? 61.

When you are at home and you are thinking about your math for the next day, do you become afraid that you will get the answers wrong when the teacher calls upon you? 62.

If you are sick and miss school, do you worry that you will do more poorly in your schoolwork than other children when you return to school? 63.

Do you sometimes dream at night that other boys and girls in your class can do things you cannot do? 64.

When you are at home and you are thinking about your English lesson for the next day, do you worry that you will do poorly on the lesson? 65.

When the teacher says that she is going to find out how much you have learned, do you get a funny feeling in your stomach? 66.

If you did very poorly when the teacher called on you, would you probably feel like crying even though you would try not to cry? 67.

Do you sometimes dream at night that the teacher is angry because you do not know your lessons? 68.

TO TEACHER: PLEASE READ THIS NEXT SECTION CAREFULLY AND BE SURE STUDENTS UNDERSTAND IT.

In the following questions the word "test" is used. What I mean by "test" is any time the teacher asks you to do something to find out how much you know or how much you have learned. It could be by writing on paper, or by your speaking aloud, or by your writing on the blackboard. Do you understand what I mean by "test"? -- it is any time the teacher asks you to do something to find out how much you know.

69. Are you afraid of school tests? 69.

70. Do you worry a lot before you take a test? 70.

71. Do you worry a lot while you are taking a test? 71.

72. After you have taken a test do you worry about how well you did on the test? 72.

73. Do you sometimes dream at night that you did poorly on a test you had in school that day? 73.

74. When you are taking a test, does the hand you write with shake a little? 74.

75. When the teacher says that she is going to give the class a test, do you become afraid that you will do poorly ? 75.

76. When you are taking a hard test, do you forget some things you knew very well before you started taking the test? 76.

77. Do you wish a lot of times that you didn't worry so much about tests? 77.

78. When the teacher says that she is going to give the class a test, do you get a nervous or funny feeling? 78.

79. While you are taking a test do you ususally think you are doing poorly? 79.

80. While you are on your way to school, do you sometimes worry that the teacher may give the class a test? 80.

OBJECTIVE	ADQ NO.	CURRIC. AREA	TAXONOMY LEVEL
1. *Students will seek out opportunities to use their reading skills beyond the requirements in the classroom.*	*46*	*Reading*	*Responding*
	47	*Reading*	*Valuing*
2. *Students will demonstrate enthusiasm for reading.*	*48*	*Reading*	*Valuing*
	49	*Reading*	*Receiving*
3. *Students will demonstrate a desire to apply math skills in their everyday life.*	*50*	*Math*	*Responding*
	51&52	*Math*	*Organization*
	53	*Math*	*Responding*
4. *Students will demonstrate enthusiasm for math.*	*54*	*Math*	*Valuing*
5. *Students will demonstrate a desire to meet their responsibilities as citizens.*	*55,56,&58*	*Social Studies*	*Valuing*
6. *Students will show willingness to cooperate with all persons in the society.*	*57*	*Social Studies*	*Valuing*
	59	*Social Studies*	*Characterization*
7. *Students will demonstrate a desire to apply science skills in their everyday life.*	*60,61&62*	*Science*	*Valuing*
8. *Students will show willingness to use acceptable speech habits beyond the requirements in the classroom.*	*63*	*Language Arts*	*Recieving*
	64	*Language Arts*	*Responding*
9. *Students will demonstrate enthusiasm for using word knowledge skills.*	*65*	*Language Arts*	*Valuing*

NOTE: Affective Levels - 1 Receiving; 2 Responding; 3 Valuing; 4 Organization; 5 Characterization

MY CLASS INVENTORY - AFFECTIVE DOMAIN QUESTIONNAIRE

DIRECTIONS: This is not a test. The questions are to find out what your class is like and how you feel about certain things you are studying. Please answer all the questions.

The first 45 questions will be answered by marking A,B,C or D on the test booklet. If you strongly agree, mark A. If you agree,mark B. If you disagree, mark C. If you strongly disagree, mark D. The questions starting at 46 should be marked A,B,C or D to show which answer you choose.

EXAMPLE

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
Most children in the class are good friends.	A	B	C	D
If you strongly agree that most children in the class are good friends, mark A on the answer sheet.	■	[B]	[C]	[D]
If you agree that most children in the class are good friends, mark B on the answer sheet.	[A]	■	[C]	[D]
If you disagree that most children in the class are good friends, mark C on the answer sheet.	[A]	[B]	■	[D]
If you strongly disagree that most children in the class are good friends, mark D on the answer sheet.	[A]	[B]	[C]	■

NOTE: Do not mark on questionnaire!

Mark your answers on the answer sheet only.

		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1.	The pupils enjoy their schoolwork.	A	B	C	D
2.	Children are always fighting with each other.	A	B	C	D
3.	Everyone knows what the class is going to do.	A	B	C	D
4.	Some pupils always want to be first.	A	B	C	D
5.	Many pupils do not know how to do their schoolwork.	A	B	C	D
6.	All the children have close friends in the class.	A	B	C	D
7.	Most of the children in the class enjoy school.	A	B	C	D
8.	Some pupils hate the others.	A	B	C	D
9.	Sometimes pupils do not know what to do.	A	B	C	D
10.	The pupils want to know who got the best mark on a test.	A	B	C	D
11.	Children often say that school is hard.	A	B	C	D
12.	All of the children like each other.	A	B	C	D
13.	Most pupils are pleased with the class.	A	B	C	D
14.	Sometimes pupils in the class disagree.	A	B	C	D
15.	Some pupils don't know what they have to do.	A	B	C	D

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
16. Some pupils always want to do best in class.	A	B	C	D
17. All the children understand their work.	A	B	C	D
18. Many children in the class play together after school.	A	B	C	D
19. Sometimes pupils don't like the class.	A	B	C	D
20. Some pupils don't like other pupils.	A	B	C	D
21. Not all pupils know what is coming next in class.	A	B	C	D
22. Some pupils always seem to finish last.	A	B	C	D
23. Children often find their work hard.	A	B	C	D
24. Children in class are good friends.	A	B	C	D
25. Most children like school this year.	A	B	C	D
26. Some pupils are not friendly to other pupils.	A	B	C	D
27. Children know what work they have to do.	A	B	C	D
28. Some pupils always do better than the rest of the class.	A	B	C	D
29. Only the smart pupils can do their work.	A	B	C	D
30. Children have secrets with other children in the class.	A	B	C	D

		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
31.	Most children like the class.	A	B	C	D
32.	Children don't always agree.	A	B	C	D
33.	Most pupils know what the lesson is about.	A	B	C	D
34.	Some pupils always try to do their work better than the others.	A	B	C	D
35.	Schoolwork is hard to do.	A	B	C	D
36.	Some pupils are not good friends with other pupils.	A	B	C	D
37.	The class is fun.	A	B	C	D
38.	Some children don't like other children.	A	B	C	D
39.	Pupils are sometimes not sure what they must do.	A	B	C	D
40.	Pupils always try to get the best mark on a test.	A	B	C	D
41.	Most pupils know how to do their schoolwork.	A	B	C	D
42.	All of the children know each other well.	A	B	C	D
43.	Most of the pupils like their class.	A	B	C	D
44.	Certain pupils always want to have their own way.	A	B	C	D
45.	The class always knows what work it must do.	A	B	C	D

46. How often do you like to be read to by adults like your mother, your teacher, etc.?

A. Daily
B. Once a week
C. Once a month
D. Never

47. How often do you look through magazines, books, comic books or newspapers?

A. Daily
B. Once a week
C. Once a month
D. Never

48. How often do you tell someone else about something you enjoyed in a book, magazine, comic book or newspaper?

A. Daily
B. Once a week
C. Once a month
D. Never

49. How do you feel when your group is called upon to read?

A. Very Happy
B. Happy
C. Unhappy
D. Very Unhappy

50. Are you able to keep track of your own spending money?

A. Always
B. Usually
C. Sometimes
D. Never

51. Do you know that the clerk gives you correct change when you buy something?

A. Always
B. Usually
C. Sometimes
D. Never

52. Do you use the clock to help you keep track of the time (favorite T.V. show, time to go home etc.)?

A. Always
B. Usually
C. Sometimes
D. Never

53. How often do you use numbers at home (counting out equal shares of candy, setting the table etc.)?

A. Daily
B. Once a week
C. Once a month
D. Never

54. How often do you play number games (cards, dice etc.)?

A. Daily
B. Once a week
C. Once a month
D. Never

55. How often do you obey street signs while walking to and from school?

A. Always
B. Usually
C. Sometimes
D. Never

56. Do you obey school rules of conduct.(no running on the steps)?

A. Always
B. Usually
C. Sometimes
D. Never

57. Do you feel community helpers are your friends (policeman, mailman, fireman)?

A. Always
B. Usually
C. Sometimes
D. Never

58. Do you take pride in your neighborhood by showing respect for property (homes, stores, lawns)?

A. Always
B. Usually
C. Sometimes
D. Never

59. Do you play with and show respect for people who do not look like you?

A. Always
B. Usually
C. Sometimes
D. Never

60. Does the weather help you determine what you will wear to school?

A. Always
B. Usually
C. Sometimes
D. Never

61. Do you try to take care of your health (eat good food, get enough sleep, dress properly)?

A. Always
B. Usually
C. Sometimes
D. Never

62. How often do you take care of a pet or a special plant or garden at home?

A. Daily
B. Once a week
C. Once a month
D. Never

63. Do you have difficulty understanding adults when they talk to you?

A. Alwasys
B. Usually
C. Sometimes
D. Never

64. Do you use slang when talking with your friends?

A. Always
B. Usually
C. Sometimes
D. Never

65. How often do you play word games (scrabble, cross-word puzzles etc.)?

A. Daily
B. Once a week
C. Once a month
D. Never

PROJECT PLAN* AFFECTIVE OBJECTIVES INTERMEDIATE / UPPER

	OBJECTIVE	ADQ NO.	CURRIC. AREA	TAXONOMY LEVEL
1.	*Students will seek out opportunities to use their reading skills beyond the requirements in the classroom.*	*46,47 & 48*	*Reading*	*Responding*
2.	*Students will demonstrate a desire to apply math skills in their everyday life.*	*49 & 53* *50 & 51*	*Math* *Math*	*Responding* *Organization*
3.	*Students will demonstrate enthusiasm for math.*	*52*	*Math*	*Responding*
4.	*Students will demonstrate a desire to meet their responsibilities as citizens.*	*54,55,56, & 61*	*Social Studies*	*Valuing*
5.	*Students will show willingness to cooperate with all persons in the society.*	*57*	*Social Studies*	*Characterization*
6.	*Students will demonstrate a desire to apply science skills in their everyday life.*	*58,59 & 60*	*Science*	*Valuing*
7.	*Students will show willingness to use acceptable speech habits beyond the requirements in the classroom.*	*63 & 65*	*Language Arts*	*Responding*
8.	*Students will demonstrate enthusiasm for using word knowledge skills.*	*62* *64*	*Language Arts* *Language Arts*	*Responding* *Receiving*

NOTE: Affective Levels - 1 Receiving; 2 Responding; 3 Valuing; 4 Organization; 5 Characterization

MY CLASS INVENTORY - AFFECTIVE DOMAIN QUESTIONNAIRE

DIRECTIONS: This is not a test. The questions are to find out what your class is like and how you feel about certain things you are studying. Please answer all the questions.

The first 45 questions will be answered by marking A,B,C or D on the test booklet. If you strongly agree, mark A. If you agree, mark B. If you disagree, mark C. If you strongly disagree, mark D. The questions starting at 46 should be marked A,B,C or D to show which answer you choose.

EXAMPLE

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
Most children in the class are good friends.	A	B	C	D
If you strongly agree that most children in the class are good friends, mark A on the answer sheet.	■	[B]	[C]	[D]
If you agree that most children in the class are good friends, mark B on the answer sheet.	[A]	■	[C]	[D]
If you disagree that most children in the class are good friends, mark C on the answer sheet.	[A]	[B]	■	[D]
If you strongly disagree that most children in the class are good friends, mark D on the answer sheet.	[A]	[B]	[C]	■

NOTE: Do not mark on questionnaire!

Mark your answers on the answer sheet only.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1. The pupils enjoy their schoolwork.	A	B	C	D
2. Children are always fighting with each other.	A	B	C	D
3. Everyone knows what the class is going to do.	A	B	C	D
4. Some pupils always want to be first.	A	B	C	D
5. Many pupils do not know how to do their schoolwork.	A	B	C	D
6. All the children have close friends in the class.	A	B	C	D
7. Most of the children in the class enjoy school.	A	B	C	D
8. Some pupils hate the others.	A	B	C	D
9. Sometimes pupils do not know what to do.	A	B	C	D
10. The pupils want to know who got the best mark on a test.	A	B	C	D
11. Children often say that school is hard.	A	B	C	D
12. All of the children like each other.	A	B	C	D
13. Most pupils are pleased with the class.	A	B	C	D
14. Sometimes pupils in the class disagree.	A	B	C	D
15. Some pupils don't know what they have to do.	A	B	C	D

		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
16.	Some pupils always want to do best in class.	A	B	C	D
17.	All the children understand their work.	A	B	C	D
18.	Many children in the class play together after school.	A	B	C	D
19.	Sometimes pupils don't like the class.	A	B	C	D
20.	Some pupils don't like other pupils.	A	B	C	D
21.	Not all pupils know what is coming next in class.	A	B	C	D
22.	Some pupils always seem to finish last.	A	B	C	D
23.	Children often find their work hard.	A	B	C	D
24.	Children in class are good friends.	A	B	C	D
25.	Most children like school this year.	A	B	C	D
26.	Some pupils are not friendly to other pupils.	A	B	C	D
27.	Children know what work they have to do.	A	B	C	D
28.	Some pupils always do better than the rest of the class.	A	B	C	D
29.	Only the smart pupils can do their work.	A	B	C	D
30.	Children have secrets with other children in the class.	A	B	C	D

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
31. Most children like the class.	A	B	C	D
32. Children don't always agree.	A	B	C	D
33. Most pupils know what the lesson is about.	A	B	C	D
34. Some pupils always try to do their work better than the others.	A	B	C	D
35. Schoolwork is hard to do.	A	B	C	D
36. Some pupils are not good friends with other pupils.	A	B	C	D
37. The class is fun.	A	B	C	D
38. Some children don't like other children.	A	B	C	D
39. Pupils are sometimes not sure what they must do.	A	B	C	D
40. Pupils always try to get the best mark on a test.	A	B	C	D
41. Most pupils know how to do their schoolwork.	A	B	C	D
42. All of the children know each other well.	A	B	C	D
43. Most of the pupils like their class.	A	B	C	D
44. Certain pupils always want to have their own way.	A	B	C	D
45. The class always knows what work it must do.	A	B	C	D

46. How often do you read something just for fun(magazines, books, newpapers, comic books)?

A. Daily
B. Once a week
C. Once a month
D. Never

47. Do you use reference books when you are looking for further information (dictionary, encyclopedia)?

A. Always
B. Usually
C. Sometimes
D. Never

48. Do you read directions or instructions before assembling an object or beginning a new task?

A. Always
B. Usually
C. Sometimes
D. Never

49. Are you able to keep account of your weekly allowance?

A. Always
B. Usually
C. Sometimes
D. Never

50. How often do you figure out the cost of purchases along with the store clerk and know if you received the correct change?

A. Always
B. Usually
C. Sometimes
D. Never

51. How often are you able to schedule your time for your activities (scout meeting, piano lessons, sports practice)?

A. Always
B. Usually
C. Sometimes
D. Never

52. How often do you perform activities at home which require the use of numbers (reading recipes, building models, playing games)?

A. Daily
B. Once a week
C. Once a month
D. Never

53. Are you able to decide what process to use to solve word problems ?

A. Always
B. Usually
C. Sometimes
D. Never

54. Do you follow street directions independently (observing stop signs, crossing at corners, keeping off grass, not trespassing)?

A. Always
B. Usually
C. Sometimes
D. Never

55. Do you follow basic rules of conduct as set up by your school (pass when bells ring, no running in the halls)?

A. Always
B. Usually
C. Sometimes
D. Never

56. Do you take pride in your neighborhood by showing respect for property of others (homes, stores, lawns)?

A. Always
B. Usually
C. Sometimes
D. Never

57. Do you play with and respect people of other races and religions?

A. Always
B. Usually
C. Sometimes
D. Never

58. Do you use the weather as your guide in performing your daily activities (dress correctly for the weather, play games that are suited to the weather)?

A. Always
B. Usually
C. Sometimes
D. Never

59. Do you try to take care of your health (eat good food, get enough sleep, dress properly)?

A. Always
B. Usually
C. Sometimes
D. Never

60. Are you helpful in maintaining the beauty of your surroundings by assisting with the upkeep of lawns, indoor plants or garden?

A. Always
B. Usually
C. Sometimes
D. Never

61. Are you kind to animals (put food out for birds in snowstorms, keep water available for your pet etc.)?

A. Always
B. Usually
C. Sometimes
D. Never

62. Do you practice good speech habits in the classroom?

A. Always
B. Usually
C. Sometimes
D. Never

63. Do you practice good speech habits when talking with your friends outside of the classroom?

A. Always
B. Usually
C. Sometimes
D. Never

64. How often do you play word games (scrabble, crossword puzzles etc.)?

    A. Daily
    B. Once a week
    C. Once a month
    D. Never

65. Do you communicate effectively with adults other than teachers and parents?

    A. Always
    B. Usually
    C. Sometimes
    D. Never

```
                         PERIODIC PROGRESS REPORT - MAY 20, 1974

                                        (2404)

SOCIAL STUDIES                    CLASS 07

    COMPLETED OBJECTIVES FROM PREVIOUS PERIOD(S)   4041     4429     4423
      4411     4042     4422     4437     4400     4412     4420     4406
      4424     4410     4402     4421

    4415   WE BELONG                                        COMPLETED MAY  13
    4427   CHANGES IN COASTAL REGIONS                       COMPLETED MAY  20
    4405   SOMETHING FOR SOMETHING                          COMPLETED MAY  20

    4432   CHANGES - GOOD OR BAD                            STARTED   MAY  16

    4428   BRAIDED OR STRAIGHT                              SCHEDULED
```

BEST COPY AVAILABLE

```
                               PERCENTAGE OF STUDENTS COMPLETING X OBJECTIVES SINCE MARCH 15, 1974
           SECTION         X = 0          1-3          4-6          7-9          10-12        13-15+

 ARTS        C1              39           41           16            0            3            0
             C2               7           40           30           22            1            7
             C3               6           94            0            0            0            0
             C4              15           65           19            0            0            0
             C5              69           31            0            0            0            0
             C6              11            7           30           15           36            7
             C7              16           84            0            0            0            0

                 NO.   MEAN      MEAN    MEAN      NO. OBJ.  NO. LOCAL   NO. INDEP.  NO. OF
                 REG   COMPLETED ACTIVE  SCHEDULED COMPLETED OBJECTIVES  ACTIVITIES  ACH/PLMT

 RSE TOTAL       201   10.4      2.0     4.1       3,732         6          71        110
---------------------------------------------------------------------------------------------------

--- A D M I N I S T R A T I V E   R E P O R T  225  _______ SCHOOL              05/10/74    PAGE  2

                               PERCENTAGE OF STUDENTS COMPLETING X OBJECTIVES SINCE MARCH 15, 1974
           SECTION         X = 0          1-3          4-6          7-9          10-12        13-15+

 ATICS       C1              21           66           14            0            0            0
             C2               4           44           33           14            4            4
             C3              13           87            0            0            0            0
             C4              42           54            4            0            0            0
             C5              83           17            0            0            0            0
             C6               7           30           22           19            7           15
             C7              31           69            0            0            0            0

                 NO.   MEAN      MEAN    MEAN      NO. OBJ.  NO. LOCAL   NO. INDEP.  NO. OF
                 REG   COMPLETED ACTIVE  SCHEDULED COMPLETED OBJECTIVES  ACTIVITIES  ACH/PLMT

 URSE TOTAL      201   5.1       2.3     2.9       1,073         0          49        183
---------------------------------------------------------------------------------------------------

--- A D M I N I S T R A T I V E   R E P O R T  225  _______ SCHOOL              05/10/74    PAGE  3

                               PERCENTAGE OF STUDENTS COMPLETING X OBJECTIVES SINCE MARCH 15, 1974
           SECTION         X = 0          1-3          4-6          7-9          10-12        13-15+

 E           C1               3           93            3            0            0            0
             C2              22           48           15            7            0            7
             C3               6           94            0            0            0            0
             C4              12           77           12            3            0            0
             C5              10           41           48            0            0            0
             C6              26           33           34            7            7            0
             C7              39           61            0            0            0            0

                 NO.   MEAN      MEAN    MEAN      NO. OBJ.  NO. LOCAL   NO. INDEP.  NO. OF
                 REG   COMPLETED ACTIVE  SCHEDULED COMPLETED OBJECTIVES  ACTIVITIES  ACH/PLMT

 URSE TOTAL      200   6.3       2.0     1.9       1,252         0          411       6
---------------------------------------------------------------------------------------------------

--- A D M I N I S T R A T I V E   R E P O R T  225  _       SCHOOL              05/10/74    PAGE  4

                               PERCENTAGE OF STUDENTS COMPLETING X OBJECTIVES SINCE MARCH 15, 1974
           SECTION         X = 0          1-3          4-6          7-9          10-12        13-15+

 STUDIES     C1               7           90            3            0            0            0
             C2              30           44           22            4            0            0
             C3               6           94            0            0            0            0
             C4               0           42           58            0            0            0
             C5              86           14            0            0            0            0
             C6              26           26           22           15            4            4
             C7              31           69            0            0            0            0

                 NO.   MEAN      MEAN    MEAN      NO. OBJ.  NO. LOCAL   NO. INDEP.  NO. OF
                 REG   COMPLETED ACTIVE  SCHEDULED COMPLETED OBJECTIVES  ACTIVITIES  ACH/PLMT

 RSE TOTAL       201   1.0       2.1     2.6       1,411         61         205       171
---------------------------------------------------------------------------------------------------

--- A D M I N I S T R A T I V E   R E P O R T  225  _ ___ SCHOOL                05/10/74    PAGE  5

                 NO.   MEAN      MEAN    MEAN      NO. OBJ.  NO. LOCAL   NO. INDEP.  NO. OF
                 REG   COMPLETED ACTIVE  SCHEDULED COMPLETED OBJECTIVES  ACTIVITIES  ACH/PLMT

 HOOL TOTAL      803   1.3       2.1     2.9       6,238         61         742       489
```

PLAN* CLASSROOM OBSERVATION CHECKLIST

PLAN* SCHOOL CODE ______________ PLAN* TEACHER CODE ______________ DATE ______________

Time In ________ Time Out ________ OBSERVER NAME ______________

	ELAPSED TIME			
CLASSROOM ORGANIZATION	1st 5 Minutes	2nd 5 Minutes	3rd 5 Minutes	4th 5 Minutes
Total Class - same lesson	# of pupils	# of pupils	# of pupils	# of pupils
Teacher Involved				
Aide Involved				
Groups	# of groups	# of groups	# of groups	# of groups
Teacher Involved				
Aide Involved				
Peer-Tutoring				
Individual Activities	# of pupils	# of pupils	# of pupils	# of pupils
Teacher Involved				
Aide Involved				
Peer-Tutoring				
Self-Directed				
Non-Instructional Activities (with Pupils-Supervised)	# of pupils	# of pupils	# of pupils	# of pupils
Teacher Involved				
Aide Involved				
Non-Instructional Activities (without Pupils)	# of pupils	# of pupils	# of pupils	# of pupils
Teacher Involved				
Aide Involved				

Activity Interaction Code

1. Teacher-Talk, Pupil-Listen
2. Interaction-Teacher Directed
3. Interaction-Pupil Directed
4. Peer-Directed
5. Self-Directed

Non-Instructional Activity Code

Non-Instructional Activities (with Pupils-Supervision)

1. Recess
2. Rest Periods
3. Lunchroom
4. Playground
5. Hall
6. Other

Non-Instructional Activities (without Pupils)

1. Preparation of Materials to introduce TLU
2. Program Planning (grouping, scheduling)
3. Classroom Management (organizing materials/equipment)
4. Other

QUESTIONNAIRE For Parents Of Students In PLAN* Class-Rooms

NAME OF SCHOOL______________________________ Grade____________

My Child in PLAN* is a Boy / Girl (Circle One)

Instructions: Circle the word that tells how you feel about each statement.

1. My child's behavior is better / worse (circle one) than it was before they started working in a PLAN* classroom.

2. My child is more / less (circle one) involved in school activities now than before they started working in a PLAN* classroom.

3. My child talks about their school work more / less (circle one) now than before they started working in a PLAN* classroom.

4. My child answers questions about their schoolwork more / less often (circle one) now than before they started working in a PLAN* classroom.

5. I would / would not (circle one) like to have my child in a PLAN* classroom again next year.

APPENDIX C

Description of Process Used In Establishing Classroom Activity Profiles.

The PLAN* computer file was used to generate a list of objectives that were "active" (i.e. started but not completed) for each PLAN* Student's Program of Studies for the day on which the classroom observations were made. Class lists of all unique "active" objective numbers was generated and a tally of the number of students working on each objective was prepared. The "Expected" profile was derived by noting how often Individual Instruction (IT) Small Group (SG) or Large Group (LG) instruction would be expected based on the number of students working on each active objective. (II = 1; SG = 2 or 3; LG = 4 or more.) A sample (fictitious) classroom list is given below:

CLASSROOM "A" ACTIVE OBJECTIVES

Objective Number	Number Students	Type Instructio Type Instruction Expected		
1001	1	**II**	**SG**	**LG**
1001	1	X		
1002	3		X	
1003	4			X
.		.		
.		.		
.		.		
2002	2		X	
2003	3		X	
2004	1	X		
.		.		
.		.		
.		.		
3003	1	X		
3004	1	X		
3005	1	X		
.		.		
.		.		
.		.		
4004	1	X		
4005	7			X
4006	4			X

The formula for determining the percentage of objectives per category (i.e. Individual Instruction, Small Group or Large Group) was as follows: The number of active objectives, per category times the frequency (number of students working on an objective) divided by the total number of active objectives in a given classroom. The formula for determining the number of students per "Expected" category was accomplished by multiplying the percentage of objectives per category times the total number of students.

The "Actual" profile was determined by classroom observation of the average number of involved in each category (i.e. II, SG, & LG). Once the number of "Expected" and "Actual" students per category were obtained, a Chi Square Value was determined and used for the correlations described in the text of this report.

BEST COPY AVAILABLE

RELATIONSHIP BETWEEN PROFILE "FIT" AND OBJECTIVES COMPLETED

Teach Code	Chi Sq. Value	Mean No. LA	x No	= [ ]	Objectives MA	x No	= [ ]	Completed SC	x No	= [ ]	SS	x No	= [ ]	Total	x No	=[
7005	9.57	13.2	25	330.0	6.4	25	160.0	3.6	25	90.0	19.4	25	485.0	42.6	25	1065.
7002	2.87	19.3	29	559.7	12.9	29	374.1	11.5	29	333.5	31.2	29	904.8	74.9	29	2172.
7003	1.31	18.1	30	543.0	9.9	30	297.0	8.1	30	243.0	22.6	30	678.0	59.7	30	1791.
7008	6.56	15.8	31	489.8	13.1	31	406.1	11.1	31	344.1	18.7	31	561.0	58.7	31	1819.
7006	0.14	17.4	26	452.4	12.5	26	325.0	9.8	26	254.8	13.0	26	338.0	52.7	26	1370.
7004	14.06	24.1	29	698.9	13.1	29	382.8	3.7	29	107.3	13.2	29	382.8	54.1	29	1568.
7007	3.05	10.4	26	270.4	8.2	26	213.2	5.9	26	153.4	7.2	26	187.2	31.7	26	824.
7001	7.74	10.2	24	244.8	10.0	24	240.0	4.3	24	103.2	13.4	24	321.6	37.9	24	909.
4008a	6.79	20.6	33	679.8	--	--	-----	---	--	-----	12.5	33	412.5	33.1	33	1092.
4005	39.35	20.0	30	600.0	25.9	30	777.0	9.3	30	279.0	7.7	30	231.0	62.9	30	1887.
4006	0.25	22.8	31	706.8	19.8	31	613.8	8.9	31	275.9	11.7	31	362.7	63.2	31	1959.
4004	61.70	18.3	31	567.3	14.0	31	434.0	10.6	31	328.6	8.2	31	254.2	51.1	31	1584.
4002	0.75	43.4	32	1388.8	15.3	32	489.6	9.8	32	313.6	10.1	32	323.2	78.6	32	2515.
4003	23.16	65.8	29	1908.2	18.1	29	524.9	9.3	29	269.7	7.4	29	214.6	100.6	29	2917.
4001	15.94	45.4	30	1362.0	19.3	30	579.0	17.2	30	516.0	10.9	30	327.0	92.8	30	2784.
4008b	12.69	13.6	28	380.8	----	--	-----	----	--	-----	9.4	28	.263.2	23.0	28	.644.
4007a	7.05	----	--	------	15.4	30	462.0	10.2	30	306.0	----	--	-----	25.6	30	768.
4007b	17.98	----	--	------	18.1	31	561.1	16.5	31	511.5	----	--	-----	34.6	31	1072.
8001	11.36	29.5	24	708.0	8.8	24	211.2	4.4	24	105.6	4.3	24	103.2	47.0	24	1128.
8007	40.58	15.7	32	502.4	15.8	32	505.6	7.1	32	227.2	11.2	32	358.4	49.8	32	1593.
8006	11.72	30.3	24	727.2	23.6	24	566.4	10.7	24	256.8	26.5	24	636.0	91.1	24	2186.
8002	11.89	18.8	28	526.4	11.4	28	319.2	10.1	28	282.8	9.2	28	257.6	49.5	28	1386.
8005	2.56	31.5	30	945.0	25.2	30	756.0	20.5	30	615.0	15.4	30	462.0	92.6	30	2778.
8003	6.45	3.5	28	98.0	22.9	28	641.2	15.4	28	431.2	14.4	28	403.2	84.2	28	2357.
8004	7.13	19.8	30	594.0	14.3	30	429.0	9.9	30	297.0	12.0	30	360.0	56.0	30	1680.
9001	6.34	22.8	29	661.2	6.8	29	197.2	3.7	29	107.3	5.2	29	150.8	38.5	29	1116.
9006	2.69	25.9	27	699.3	17.7	27	477.9	8.4	27	226.8	7.3	27	197.1	59.3	27	1601.
9004	9.49	14.4	31	446.4	7.3	31	226.3	4.7	31	145.7	5.4	31	167.4	31.8	31	985.
9003	14.77	19.7	26	512.2	7.4	29	214.6	7.9	26	205.4	10.9	26	283.4	45.9	26	1193.
9007	2.47	11.2	29	324.8	7.3	29	211.7	10.2	29	295.8	5.1	29	147.9	33.8	29	980.
9005	13.14	18.8	27	507.6	13.4	27	361.8	6.8	27	183.6	12.2	27	329.4	51.2	27	1382.
9002	20.35	17.3	32	553.6	6.4	32	204.8	2.8	31	86.8	4.2	32	134.4	30.7	31.8	976.
Correlation Coefficient		r = 0.079			r = 0.157			r = 0.008			r = 0.306			r = 0.032		
Degrees of Freedom		df = 28			df = 28			df = 28			df = 28			df = 30		

* Significance Level = .1

APPENDIX D

PLAN* OPERATIONAL REPORT

Daily School Report

CONSULTANT: Regina Bradshaw DATE: 10-30-73

SCHOOL VISITED: Williams - St. Louis Lynn Beckwith, Prin.

List major concerns, action taken, goals completed, new goals agreed upon. Include both positive and negative reactions;

Major Concerns:

1. How to use the printout to plan the teaching day.
2. When and how to develop Programs of Study.
3. How to group students for T.L.U. introduction and skills instruction.

Actions:

1. Discussed with the teachers and PLAN* coordinator correlating the printout with the Periodic Progress Report.
2. Worked on developing students' P.O.S. with Achievement Tests and teacher's knowledge of the child's needs. The Teachers are going to develop P.O.S. while students are finishing their interim Program. Several teachers already have their students in regular Programs.
3. For grouping children with "like" needs, teachers are going to consider more use of Option 3. We discussed using teaching time to meet priorities first. We also talked about more utilization of aides to give teacher check and help request in order to free the teacher for scheduled flexible group instruction.

Reactions:

1. Teachers are feeling more confident about PLAN* A. They are becoming more familiar with the materials. Their concerns about materials sharing is lessening as they get into regular Programs of Study.

PLAN* OPERATIONAL REPORT

Daily School Report

CONSULTANT: Regina Bradshaw DATE: 10-1-73

SCHOOL VISITED: All PLAN* Schools - St. Louis

List major concerns, action taken, goals completed, new goals agreed upon. Include both positive and negative reactions:

Reactions:

1. Teachers generally have a positive attitude toward PLAN*- Students also are reacting positively.
2. Room arrangement and organization look good.
3. The two PLAN* coordinators - Mary Turner and Patricia Tabor are doing an outstanding job in assisting teachers during these important "start-up" days.
4. The PLAN* workshop was a well organized and fruitful experience. The teachers expressed the need for continued meetings to share concerns, frustrations and ideas.

Concerns & Goals:

1. The schools new to PLAN* and the existing PLAN* schools all showed a need for classroom systems. Establishing workable systems will be the goal for all schools during the month of October.
2. There were a number of missing WLC tapes at Hodgens and Williams. Action Taken - Call ----- in California and gave -- the list of needed tapes. --- will have the materials forwarded to the 2 schools.

NOTE: References to individual teachers, rooms or level have been deleted.

PLAN* OPERATIONAL REPORT

Daily School Report

CONSULTANT: Regina F. Bradshaw DATE: 10-31-73

SCHOOL VISITED: Scullins St. Louis Charles Simms, Prin.

List major concerns, action taken, goals completed, new goals agreed upon. Include both positive and negative reactions:

Concerns:

1. Some teachers are spending a lot of time keeping their own records on student progress.
2. There is some difficulty in using the printout. Printout has not been effective this year.
3. Science teachers feel that the required chemicals for some objectives are too dangerous for students to use. They also requested that science equipment be listed on the materials recommendation list.
4. Level - Language Arts teacher has no 2nd level T.L.U.'s for the Sullivan strand. -- wants to have the children work through the Programmed Reading books and ----- teacher certify the objectives.
5. Objectives 3711 and 3710 had no tests included in T.L.U. pads. Teachers would like all page references to Concepts in Science transferred from the 1970 edition to the 1972 edition.

Actions:

1. Discussed correlating the P.P.R. and the daily printout which should elivìate most of the record keeping for the teacher.
2. Tried to help teachers use the Option 3 printout in scheduling their "teaching time." Called Iowa City.

NOTE: References to individual teachers, rooms or level have been deleted.

PLAN* OPERATIONAL REPORT

Dailey School Report

CONSULTANT: Regina Bradshaw DATE 10-30-73

SCHOOL VISITED: Williams - St. Louis Lynn Beckwith, Prin. Page 2

List major concerns, action taken, goals completed, new goals agreed upon. Include both positive and negative reactions;

2. Room arrangement and organization has improved greatly. Teachers have developed and are using workable systems.
3. The PLAN* coordinators presence in the schools and their on the spot help has alot to do with the successfulness of PLAN* at Williams School.

New Goal:

Using the printout to schedule teaching time.

Example: T.L.U. Introduction
Meeting "retest" students
Setting up flexible small group skills instruction.

PLAN* OPERATIONAL REPORT

Daily School Report

CONSULTANT: Regina Bradshaw DATE: 11-1-73

SCHOOL VISITED: Hodgen - St. Louis Juanita T. Doggett, Prin.

List major concersn, action taken, goals completed, new goals agreed upon. Include both positive and negative reactions.

Concerns:

1. Teachers feel there is a shortage of materials.
2. There is concern among some teachers regarding children's pace; scheduling teaching time; meeting help and teacher check needs.
3. In a couple classes, teachers were worried about the effectiveness of their classroom management systems.

Action:

1. Discussed scheduling subject area time to even out materials sharing.
2. The possibility of grouping objectives into units of study was discussed. This should help teachers have flexible grouping of students with the same needs and also help teachers schedule more effective teaching time. We also discussed using aides to cover the help and teacher check board which would free teachers for T.L.U. introduction and small group skills instruction.
3. A "game play" approach was discussed which would allow children to earn the priviledge of scheduling their own time. Children would have their time scheduled by the teacher until they showed the teacher they could be responsible. Teachers were going to consider this possibility.

PLAN* OPERATIONAL REPORT

Daily School Report

CONSULTANT: Regina Bradshaw DATE: 10-31-73

SCHOOL VISITED: Scullins - St. Louis Charles Simms, Prin. Page 2

List major concerns, action taken, goals completed, new goals agreed upon. Include both positive and negative reactions:

3. Referred teachers request for science equipment to appear on materials recommendations list and their concern about dangerous chemical to California via Why Can't Westinghouse form. Sent on October 31.
4. Called Carol in California. Tests for 3711 and 3710 will be sent. Someone will convert page references for Concepts in Science and send the changes to the school.

Suggestions:

1. T.L.U. distribution.

Reactions:

1. There is a positive feeling among teachers toward PLAN*. They have become more confident in using the T.L.U.'s and the new materials. They expressed how helpful Mary Turner has been in trying to smooth out some of their problems.
2. Room arrangement and organization look good. In most classes systems are being used very effectively.
3. Teachers feel less of a strain with materials sharing. This has happened because more tests were ordered and children have gotten into their regular Programs of Study.

Goal:

Using the printout to schedule teaching time.

Example: T.L.U. Introduction
Meeting "retest" students
Setting up flexible small group skills instruction.

PLAN*-OPERATIONAL REPORT

Daily School Report

CONSULTANT: Regina Bradshaw DATE: 11-2-73

SCHOOL VISITED: Webster - St. Louis James Hutton, Prin.

List major concerns, action taken, goals completed, new goals agreed upon. Include both positive and negative reactions.

Concerns:

1. The major concern among teachers is the shortage of materials. This is especially pertinent to levels - to -.
2. Teachers are having difficulty scheduling their time and setting up flexible grouping.

Action:

1. The shortage of materials is an internal problem. With the teachers, we discussed scheduling subject area time which is not the best solution but could help until teachers work out a sharing schedule.
2. We discussed scheduling teacher time. Aides could be utilized to answer teacher check and help requests which would free teachers to introduce T.L.U.'s and give small group instruction.
3. With regard to grouping students with related needs, we discussed grouping objectives in a unit form.

Reactions:

1. There are some very good PLAN* classrooms at Webster. Organization and classroom systems are very effective.
2. In some classes, there is need for more structure. In these cases, we discussed using a Planning Sheet for children and working with some behavior modification "game play".

NOTE: References to individual teachers, rooms or level have been deleted.

PLAN* OPERATIONAL REPORT

Daily School Report

CONSULTANT: Regina Bradshaw DATE: 11-1-73

SCHOOL VISITED: Hodgen - St. Louis Juanita T. Doggett, Prin. Page 2

List major concerns, action taken, goals completed, new goals agreed upon. Include both positive and negative reactions.

Reactions:

1. There is more organization and more effective use of classroom systems since our last visit.
2. Teachers have developed regular Programs of Study for students. They are doing a good job with flexible grouping for T.L.U. introduction.

PLAN* OPERATIONAL REPORT

Daily School Report

CONSULTANT: Regina Bradshaw DATE: 12-6-73

SCHOOL VISITED: Williams - St. Louis Lynn Beckwith, Prin.

List major concerns, action taken, goals completed, new goals agreed upon. Include both positive and negative reactions.

Concerns:

One of the teachers was having difficulty with the printout. Completed objectives were not showing up on the Monday report.

The ----- grade classroom is functioning as small group instruction with every child in the group having the same objective. Each group has the same objective in every discipline.

Actions:

Student cards and teacher cards were being mismarked. The computer problem was merely a mechanical error on the part of the teacher.

In the ----- level class, I discussed with the teacher the dangers of lock-stepping children. --- grouping was good, but needed to allow children to move at their own rate of speed. This would allow --- groups to be flexible and ever changing.

Reactions:

Things are progressing very nicely at Williams School. In most rooms, there are very effective systems. Teachers are scheduling and planning their time well. There are at least two active disciplines at the same time. Teachers are doing a beautiful job with T.L.U. introductions as well as giving reinforceing lessons.

NOTE: References to individual teachers, rooms or level have been deleted.

PLAN* OPERATIONAL REPORT

Daily School Report

CONSULTANT: Regina Bradshaw DATE: 12-5-73

SCHOOL VISITED: Hodgens - St. Louis Juanita Reddick, Prin.

List major concerns, action taken, goals completed, new goals agreed upon. Include both positive and negative reactions.

Concerns:

Teachers want their Periodic Progress Reports to show objective summaries instead of T.L.U. titles.

Levels --- and --- teachers were concerned about the lack of time they have to give instruction and meet help and teacher check requests.

Actions:

Called Iowa to see if the P.P.R. could be change to show objective summaries.

Discussed with Level --- and --- teachers the possibility of rescheduling their teaching time and opening only one or two subjects at a time.

Reactions:

There have been some very positive organizational changes in all levels. Systems are very effective and teachers are using their printouts to schedule their teaching time.

Students are working well on all levels. They understand their objectives which indicates that good T.L.U. introductions and reinforcement lessons are being given.

NOTE: References to individual teachers, rooms or level have been deleted.

PLAN* OPERATIONAL REPORT

Daily School Report

CONSULTANT: Regina Bradshaw DATE: 12-7-73

SCHOOL VISITED: Scullins - St. Louis Charles Simms, Prin.

List major concerns, action taken, goals completed, new goals agreed upon. Include both positive and negative reactions.

Every classroom at Scullin is doing a marvelous job in PLAN*. Teachers have a very positive outlook toward their students. Children understand their objectives which shows good T.L.U. introduction by teachers.

Printouts show that teachers are taking a good look at students. There is a lot of P.O.S. planning in which students are actively involved. Teachers have also used their printouts to schedule their teaching day.

In every class, more than one discipline is active at the same time. Teachers are scheduling students so that they are working on the subject that the teacher will work with.

PLAN*-OPERATIONAL REPORT

Daily School Report

CONSULTANT: Regina Bradshaw DATE: 12-7-73

SCHOOL VISITED: Webster - St. Louis James Hutton, Prin.

List major concerns, action taken, goals completed, new goals agreed upon. Include both positive and negative reactions.

Concerns:

There was a room arrangement problem with the ----- level classroom. There appeared to be too much furniture and the areas were not specific.

Actions:

In the level ---- classroom, we moved furniture around and defined activity areas.

Discussed with the teachers, using the printout to concentrate on the priorities for the day. We also discussed dividing children so that all children the teacher wanted to meet for the day would be working on the discipline --- would be concentrating on.

Reactions:

A good change occured when all the PLAN* classes were relocated to the same floor. Teachers are doing a much better job sharing materials.

There is good T.L.U. introduction and reinforcing lessons taking place. Students understand their objectives and have a positive reaction to learning.

In every class, there is more than one subject active at a time. Systems are very effective and used well by both students and teachers. A few teachers are learning to use their printout to schedule their day. Their times for meeting students are posted on the board of the printout.

NOTE: References to individual teachers, rooms or level have been deleted.

PLAN* OPERATIONAL REPORT

Daily School Report

CONSULTANT: Douglas Seay DATE: 1-3-74

SCHOOL VISITED: Hodgen - St. Louis

List major concerns, action taken, goals completed, new goals agreed upon. Include both positive and negative reactions.

Major Concerns

Juanita expressed concern about --- --- ---, and---- grade rooms. I therefore spent considerable time with each of these teachers.

The ------- grade teacher does not outwardly display any enthusiasm in dealing with --- students. The students therefore show no enthusiasm for what they are doing. The atmosphere in the classroom is very impersonal. I discussed with --- motivational ideas.

The ----- grade teacher feels --- would operate better in a more traditional classroom setting. ---- feels --- has much better control in a more traditional classroom setting. feels that the varied activities required of a PLAN* teacher does not suit --- teaching style. However I feel (Pat and Mary also) that --- operates a fairly successful PLAN* classroom. --- also does not transfer much enthusiasm to --- students.

I share the same reservations that Juanita does about---- and --- grade. However the --- grade teacher does display enthusiasm and seemingly has --- students interest. There is a warm friendly and busy atmosphere in --- classroom.

Three points I discussed with the teachers are as follows:

1. TLU introduction is when you determine if the student is sufficiently interested in the topic to proceed at a worthy pace. It is during the introduction that the teacher decides to shorten or lengthen the TLU.
2. Interest and motivation can be helped by getting students involved in TLU activities through selection of TLU's according to interest. The teachers should make more use of designing POS's from selection than just Placement/Achievement Test.

NOTE: References to individual teachers, rooms or level have been deleted.

PLAN* OPERATIONAL REPORT

Daily School Report

CONSULTANT: Douglas Seay DATE: 1-3-74

SCHOOL VISITED: Webster School - James Hutton, Prin.

List major concerns, action taken, goals completed, new goals agreed upon. Include both positive and negative reactions:

The weather conditions were responsible for a large number of students being absent. I spent the majority of the visit with the coordinators, Mrs. Tabor and Mrs. Turner. I did talk to each of the teachers using the program.

Each of the teachers expressed confidence in the program. They feel they now have a greater understanding of how a PLAN* classroom should function.

There seems to be some problem with sharing materials. Some teachers have a "this is mine" attitude. Mary and Pat stated that this problem had occurred before but they thought it had been ironed out..

The coordinators indicated they would hold a meeting to discuss the problem. They also indicated it would be necessary to be firm in requiring that material must be shared.

I discussed with the coordinators the possibility of using room 203 as a quiet study area. Allowing those students that were trustworthy to come there and do quiet study work. I do realize the need for adult supervision, however, ----------, an aide, is in the room most of the time with the exception of lunch preparation. The worthy student would require little attention. She could provide the supervision needed.

There was a problem with the use of the Cuisinaire rods. We managed to solve the activity sheet.

I feel that the program at Webster is beginning to run smoothly. The teachers are all aimed at refining the skills needed to make the program a success. I feel the most important factor for the teachers using the program is a positive attitude. The teachers at Webster expressed a very positive attitude.

NOTE: References to individual teacher, rooms or level have been deleted.

PLAN* OPERATIONAL REPORT

Daily School Report

CONSULTANT: Douglas Seay DATE: 4-2-74

SCHOOL VISITED: Scullin

List major concerns, action taken, goals completed, new goals agreed upon. Include both positive and negative reactions;

> The visitation to Scullin School was made in the afternoon. Most of the classrooms were involved in activities other than PLAN*. I did talk to all of the teachers involved in the PLAN* Program. Each of the teachers felt with the previous years experience they could use the program more effectively.
>
> The team teaching approach has relieved some of the anxiety from the upper grade teachers. They feel teaching two subjects allows them more time to really dig into the TLU objectives.
>
> Mary discussed the strong and week points of each teacher. However she felt there had been improvement in one or more areas by each of the teachers that had weaknesses.
>
> I feel that the PLAN* Program at the Scullin School is running very smoothly. I truly enjoy talking to teachers that are optimistic and happy.

PLAN* OPERATIONAL REPORT

Daily School Report

CONSULTANT: Douglas Seay DATE: 1-3-74

SCHOOL VISITED: Hodgen - St. Louis

3. Students can satisfy objectives by other means than just working through the TLU. The teacher can involve field trips, television shows and other group activities to complete objectives.

PLAN* OPERATIONAL REPORT

Daily School Report

CONSULTANT: Doublas Seay DATE: 4-1-74

SCHOOL VISITED: Webster - St. Louis

accept responsibility for their work. I discussed with --- some ideas on motivation.

First establishing some sort of group porjects that the students could be actively involved. For example room decoration, collages, model airplanes or cars, or perhaps a knitting demonstration After determing interest of students -- could then look for ways to tie TLU's into these activities.

For example:

> If a student wanted to assemble a model car one of the activities tied to that would be a report on how the piston engine was developed. The student would use a Language Arts TLU on writing reports, he could possibly do a Social Studies TLU on transportation or maybe a Science TLU on compustion.

The same type of tie ins could be worked out for other motivational ideas.

Both ----------- and ----------- seemed to accept those ideas and suggestions offered to them.

NOTE: References to individual teachers, rooms or level have been deleted.

PLAN* OPERATIONAL REPORT

Daily School Report

CONSULTANT: Douglas Seay DATE: 4-1-74

SCHOOL VISITED: Webster - St. Louis

List major concerns, action taken, goals completed, new goals agreed upon. Include both positive and negative reactions.

The teachers at Webster School for the most part are using the PLAN* program effectively. The coordinators expressed two points of concern.

1. ------------- organization
2. ------------- classroom organization

One of the major problems in ------ room is the large number of TLU's active. A number of those active are listed as "Tested". The first step discussed with ----- was to clear up the number of "Tested" TLU's. This could be done by meeting with the students and Teacher Certifying or Deleting those TLU's.

The next step would be to draw together those students working on the same TLU into a small group to monitor their progress.

After reducing the number of active TLU's the next step would be to create some small group POS's. This would enable --- to continue grouping students with like TLU's. One of the ways to create small group POS's is to give the students the same Placement/Achievement Test.

Another way would be to design some short POS's on the basis of skills most needed at each achievement level.

The last and most important point discussed was the scheduling of --- day. --- should provide by using --- printout specific blocks of time for specific activities by --- . --- should determine how much time --- can afford for TLU introduction, teacher checking, retesting, meeting for small group activities and etc. --- should also decide what priority should be given to which activity and which students need the attention first.

----------- expressed concern on ways to motivate ----------- ----- students. Many of the students are seemingly unable to

---

NOTE: References to individual teachers, rooms or level have been deleted.

PLAN*-OPERATIONAL REPORT

Daily School Report

CONSULTANT: Douglas Seay DATE: 4-2-74

SCHOOL VISITED: Williams School - St. Louis

List major concerns, action taken, goals completed, new goals agreed upon. Include both positive and negative reactions.

Concerns:

Lynn expressed two points of concern room --- where there is a ---------- ------- and room ---.

I spent some time with --- ---------- discussing ways for her to add more structure. --- hasn't had the benefit of teacher training so it would be best if --- ran a very structured program. --- should have groups of students doing the same TLU so --- could monitor and maintain control. Lynn expressed satisfaction if he could just get --- to remain at Williams until the end of the school year.

In --- the teacher is not as familiar with the PLAN* system as --- should be in --- second year. --- is causing herself computor problems by holding cards such as tests, teacher certify and other cards until --- has a large batch of cards to run. I tried to convey that the computor management is a continuous and ongoing process. --- was also teacher certifying a large number of objectives without letting the students take the test. I discussed advantages of the student taking the test and the computor doing the scoring.

Another point discussed with Lynn was the scheduling of the teachers day. Many of the teachers are not planning the activities they want to accomplish. They are allowing the students to dictate what activities will take place according to what step they are on in a TLU. The teacher should still set up goals and activities --- wants to accomplish in a week on a day by day basis.

NOTE: References to individual teachers, rooms or level have been deleted.

APPENDIX E

ST. LOUIS

PROPOSAL

ST LOUIS,MISSOURI COMPUTER MANAGED INDIVIDUALIZED INSTRUCTION ALTERNATIVE EDUCATION SYSTEM

ASSUMPTIONS

1. Classrooms and buildings will remain virtually as they are in regard to their basic room arrangement. However, where cost effective, walls in some schools may be removed.

2. Basic Furniture in schools will remain generally as it now is - but where replacements are made, furniture more suitable to individualized instruction will be selected.

3. Instructional materials on hand will be utilized as much as possible by:
   a. Trading materials from building to building as the need of the individualized classrooms will be different than the traditional classrooms.

   b. Writing curriculum that matches the existing adopted materials.

   c. Select adopted materials that match available TLU's (learning packages).

   d. Considering the method of using hardware in the individualized setting when purchasing hardware. Large group use of audio visual equipment is rare in the individualized setting - large group audio visual equipment is very expensive and that money would buy a lot of individualized hardware.

4. Staff

   Differentiated staffing patterns can be considered where room arrangement and staff qualifications make it effective.

   a. Individualized instruction offers great opportunities for effective and economical use of paraprofessional aides,student tutors, student teacher trainees, interns and volunteers. Job descriptions of teachers change from more clerical in nature to less clerical with the individualized approach. Savings in time and money results by letting the professionals teach and the paraprofessionals to assist in the clerical and meanial details.

b. Job descriptions of administrative staff change as do teachers - with the computer data available much of the hard to get data become readily available. Strengths and weakness of curriculum, staff and materials can be detected and corrected with greater ease and efficiency.

c. Cost of teaching each objective can be retrieved from data in the system effectively.

d. With alternative schools, teachers who do not desire to teach in an individualized setting may have opportunities to teach in more traditional settings. This assumes that teachers will have the mobility to select their type of school.

e. Adult - pupil ratios are an important consideration in the individualized setting.

5. Enrollment and Commitment

a. Cost per student depends on total enrollment - the higher the enrollment the less the cost per student.

b. The more committed the district is to the system, the more cost trade-offs that become available.

    1. Scheduling
    2. Inventories
    3. Bus Routes
    4. Training
    5. Substitute teachers
    6. Testing and evaluation
    7. Remedial Ed.
    8. Grade Reporting
    9. Attendance
    10. Planning
    11. Courier System

c. System can be molded for all types of special programs.
    1. Career Ed
    2. EMH
    3. MRS
    4. EH
    5. Federal Funded Programs
    6. Skill Centers - (have students do the printing)

GUIDELINES

1. Since the 3000 student enrollment would not be cost effective to lease the printing rights and do your own printing, we assume that the purchase of the documents will be from Westinghouse Learning Corporation and these will be included in the $34.00 base price.
2. For enrollments of 600C or more it is cost effective to lease the printing rights @ $12,000/year and print the documents. The base price would drop from $34.00 to $24.00 if St. Louis does its own printing.
3. The basic subjects considered in the PLAN* system are language arts, reading, math, science and social studies. However, the monitoring of all subjects as a part the management system is possible within these price proposals.
4. The basic price includes: $34.00 base price
    a. Training
        1. Administrative Workshop consisting of a course in organizing and leading a PLAN* school. All travel, per diem, and salary costs and expenses for each administrator shall be paid by the school district.
        2. Teacher Workshop consisting of an in-residence course. All travel, per diem and salary costs and expenses for each teacher shall be paid by the school district.

    b. Printed Documents
        1. Teaching Learning Unit tablets representing the four subject areas of language arts (this includes reading), mathematics, science and social studies. The amount of TLU tablets delivered will be determined by the number of students achieving at each level in each discipline. How this is accomplished will be described later in this proposal. Since PLAN* is individualized,

134

it is impossible to predict precisely the quantity of TLU tablets required. Therefore, the school district, at no extra cost, may order from Westinghouse Learning Corporation additional TLU tablets not to exceed the 10% of the initial quantity shipped. Additional TLU tablets exceeding the 10% reorder factor may be ordered for the sum of $1.00 per subject matter TLU tablet.

2. Placement/achievement tests will be supplied in sufficient quantity to the school district in order to produce an individual program of studies for each PLAN* student.
3. Operation manuals used in Teacher and Administrative Workshop will be provided for each administrator and teacher. This would include the following:
    a. Curriculum Overview
    b. Administrator's Manual (not for teacher)
    c. Teacher's Manual
    d. Computer Manual

c. Consulting Services - As much as needed to make PLAN* functional in your school.

d. Computer Processing

1. Daily printouts - Teachers will receive daily information in the form of a printout indicating student progress, test results, program of studies generations, and student grouping indicative of what they are currently working on.
2. Periodic Student Progress Reports will be provided to the school six times a year. This report reflects a student's progress of what he has completed, what he is currently working on, and what he is scheduled to do. The sixth report is an accumulation of what he has done for the entire year.
3. Administrative Reports will be provided to the school administrator four times a year. This report reflects the individualization occurring in the school.
4. Locally developed objectives and independent activities may be created in the school and placed in the PLAN* computer accountability system at no extra charge.

5. Achievement analysis is considered a preliminary, but a most important activity. Upon the execution of a signed agreement with Westinghouse Learning Corporation, or a verbal commitment to the PLAN* system, Westinghouse Learning Corporation will provide the school district with adequate Achievement Analysis Forms. These forms must be completed and returned to Westinghouse Learning Corporation as soon as possible. These forms are essential for insuring the School District Support Materials Recommendation, TLU distribution, and an Interim Program of Studies for each student in PLAN*. Westinghouse Learning Corporation will also provide the service of producing purchase order attachments when the school district has determined the support materials it needs to make PLAN* functional in the school.

e. Computer Accountability Data Transfer System

A courier system from school to St. Louis computer will be created by the St. Louis school system.

5. The basic price includes: $24.00 Base Price

a. Training - same as $34.00 base price.

b. Documents - same documents as in $34.00 base price but Westinghouse Learning Corporation furnishes the rights to print all documents in the system and St. Louis will do the printing and distribution of these documents. The section on quantity (Page 3, 4., b., 1.) is not applicable as the printing will be done in St. Louis.

c. Computer Processing - Same as $34.00 base price (Page 4, D.) with the processing done on the St. Louis hardware in operable condition.

d. Computer Accountability Data Transfer System - same as $34.00 base price (Page 5, e.) except St. Louis responsible for courier system. E. St. Louis has the rights and privileges of forming a cooperative with other school districts to act as a distributor of computer processing and the documents that they print. For each student using the PLAN* materials Westinghouse Learning Corporation will receive $24.00 and the services provided St. Louis will be made available to the cooperative school. St. Louis can charge the cooperative district for the services that they provide the district (documents and computer processing).

NUMBER OF STUDENTS	BASE-PRICE	COMP. LEASE	PRINT LEASE	TOTAL	PRICE/STUD
3,000	$34.00	$ 12,000	$	$ 114,000	$38.00
6,000	$24.00	12,000-	12,000	168,000	$28.00
12,000	$24.00	12,000-	12,000	312,000	$26.00
24,000	$24.00	12,000-	12,000	600,000	$25.00
48,000	$24.00	12,000-	12,000	1,176,000	$24.66

COST TRADE-OFFS

Staffing -

Assuming a present teacher-pupil of 32 students to one teacher and increasing this to 35 to one - also assume cost of teacher @ $12,500/yr.

NUMBER OF STUDENTS	TEACHERS 32-1 RATIO	TEACHERS 35-1 RATIO	LESS TEACHERS	TOTAL DOLLARS	COST OR SAVINGS
3,000	93	85	8	$ 100,000	$(14,000)
6,000	187	171	16	200,000	32,000
12,000	375	342	32	400,000	88,000
24,000	750	685	65	812,000	212,500
48,000	1,500	1,375	129	1,612,500	460,500

Using the dollars saved in staffing for aides would result in the following - assuming aides @ $3,000.

NUMBER OF STUDENTS	COST OF SAVINGS	NO. OF AIDES	ADULT-PUPIL RA
3,000	$(14,000)	0	35-1
6,000	32,000	10	33-1
12,000	88,000	29	32-1
24,000	212,500	70	31-1
48,000	460,500	145	31-1

PLAN* will utilize student teachers, volunteer help, student helpers and other paraprofessional help to a great degree of efficiency if trained properly. As a result of a good program of preparing helpers in PLAN* the adult/pupil can be lowered a great deal more.

PRINTING

Paper costs are impossible to calculate because of the shortage. However, the larger the quantities the lower the price. Westinghouse Learning Corporation can cooperate with St. Louis in buying paper in large quantities so that both can benefit from the savings of large quantity buying. Plates for the printing vary in price from 25¢ each to $1.00 each depending on the type used. Metal are more expensive but can be used more times. There would be an estimated 4000 plates needed. With the printing done in the vocational schools labor costs could be minimal. Westinghouse Learning Corporation will assist in establishing the printing matrix so that the proper number of documents will be printed for each level and each subject.

COMPUTER

The capacity of the St. Louis computer is such that no new hardware should be needed for 48,000 students. Charges of computer time, paper, cards and labor would have to be calculated in regard to the added number of students. We have found that most computer capabilities become much more cost effective as the demand on the computer grows.

SUPPORT MATERIALS

We have found that support material costs in PLAN* are no greater than those materials used in a traditional setting if amortorized over a three or four year period. The first year cost of materials seem to be quite high but the consumables in PLAN* are limited and subsequent years in the program have shown that overall the costs are no greater and sometimes less than spent on textbooks, audio-visual and library materials. The PLAN* system requires only the materials that are needed in the TLU's. This means that all materials are used by the students and every dollar spent on the support materials is being used by the student. The sooner a decision to move PLAN* into the St. Louis system, the more savings on support materials can be realized. Curriculum development using the materials called for in PLAN* is a very cost effective way of utilizing the instructional material dollar.

GENERAL OBSERVATION

The key to getting a cost effective program in individualized instruction is to get the St. Louis schools to set this as a priority. Unless the total resources of the district are considered and channeled into the process of individualization the cost of individualizing will be prohibitive. The alternative school design is very necessary in this philosophy because the key to success of any program is the acceptance of the staff. Many staff members in St. Louis would prefer traditional teaching methods and will probably do a better job in that setting. However, if the educational leaders feel that individualization is a viable means of meeting the needs of the St. Louis students, it should be an alternative for those staff members who believe in it. If individualization proves to meet the needs of these students more effectively than traditional methods, more students should be given this alternative.

ADDENDUM TO ST. LOUIS PROPOSAL

The following items are prepared at the request of Anne Price, Director of Curriculum Services and Geraldine Johnson, Project PLAN* Coordinator.

1. PURCHASE OF COMPUTER SOFTWARE SYSTEM - For the payment of $40,000, Westinghouse Learning Corporation will sell the computer management system software. The $40,000 purchase price includes getting the software in satisfactory workable condition on the St. Louis hardware. Yearly updating of the software system will be the responsibility of the St. Louis District but if desired, maintenance can be contracted with Westinghouse Learning Corporation on a per diem basis. At any point during the lease arrangement, St. Louis may enter into a purchase of the software and have any portion of the unused lease time apply to the $40,000 purchase. The lease time is considered to be $1000/MO for 12 MO or $12,000.
2. If the number of PLAN* students grows beyond the 12,000 total, Westinghouse Learning Corporation will allow the use of the leased software to be used at no additional cost beyond the $12,000 lease fee. This was to be $ .50 per student, but Westinghouse Learning Corporation would waive this fee as a consideration for using St. Louis Schools for demonstrations and visitations. The demonstrations and visitations would be controlled by the schools and only with the school's permission would visitations and demonstrations occur.
3. CONDITIONS OF COMPUTER LEASE

Basic System Description

The PLAN* Computer System is divided into three main sections, which together form the computer accountability and support system. The first section, PLAN* Daily Processing, is the basis of the PLAN* Computer System. This series of programs handles the transactions that students and teachers submit each day, maintains the Student History File, and produces the Daily Printout that students and teachers receive. The second section, PLAN* Reporting System, creates reports of student progress for the teacher and parents, and profiles of student activity to be used by the teacher and school. The final section of the system

PLAN* Special Programs. These programs maintain the PLAN* Reference Files.

Cost Description

The cost components that are incurred by a school district that leases the PLAN* Computer System are as follows:

Lease Charge - The lease charge of $12,000 for a 12-month user license of the PLAN* Computer System, payable upon delivery and installation. For the specified number of students, any number of days of use can be made of the system. This charge covers installation of the software at the computer site, on-site training assistance, and maintenance of program and file integrity.

Local Computer Costs - The cost will vary depending on the situation at the local computer site. Most of the proposed leasors want to use the PLAN* Computer System as a tool to either justify the existence of the computer center or to upgrade the computer used at the center. Thus, it is difficult to estimate the actual cost of the local operation. (See configuration requirements.)

Computer-School Liaison - The success of the PLAN* Computer System depends heavily on cooperation between the schools and the computer center. Experience has shown that the operation is greatly enhanced if a person will assume the position of working closely with both the computer center and school staff in order to ensure that the PLAN* Computer System performs correctly. This position may not require added costs, since the duties may be assumed by someone on the school or computer staffs. Normal time requirements to perform this function may be minimal, but the importance of having a well-liked highly trained, competent individual as a resource to the teachers cannot be stressed too much.

Data Conversion - PLAN* students and teachers record transactions on mark-sense computer cards which must be transformed into the codes used by the computer. This conversion can be performed in a number of ways which include: scanning the cards offline using the mini-computer; processing the cards online through a telecommunications network; or reading the cards online through the system reader if it has mark-sense scanning ability. The cost involved here is solely dependent on which means the computer center chooses to use to read the mark sense cards. Various card readers that can be used are the IBM 2501, IBM 2502, IBM 2956, and Hewlett-Packard 2761. A packet of the PLAN* cards should be left for the local computer center staff to study. This discussion area is one that will require an in-depth treatment between the PLAN* computer staff and local computer staffs to resolve any problems.

Data Delivery - NOTE - Data delivery costs of this kind will not be incurred if a telecommunications network exists for data collection. The school district must provide a courier service in order to get the mark-sense cards to the computer center and to return the Daily Printout to the schools. Most school districts have a mail service already established to handle the flow of inter-building mail. In areas where this is not true, a staff member is usually available for this function in a normal driving pattern.

Cards and Forms - Computer cards and forms are not provided in the basic lease charge. For $2 per student, all necessary computer cards to read on the computer center equipment and all necessary computer forms will be provided to the school district. If the school district does not wish to have cards and forms provided in this manner, help will be provided the computer center staff in ordering these items from vendors of their choice.

Configuration Requirements - PLAN* Daily Processing has been designed for daily execution in 110K of core storage for 30 wall clock minutes and 5 CPU minutes while supporting 10,000 students. All other sections of the PLAN* Computer System will execute in 110K or less of core storage with the execution time less than 30 wall-clock minutes and 5 CPU minutes per run. No program will use more than two magnetic tape drives. All programs require a special disc pack which contains the PLAN* Reference files. These files are approximately 2,750,000 characters and are accessed through an Indexed Sequential Access Method. All programs are written in IBM OS Full American National Standard COBOL (Version 3). All figures for core storage and execution time are for an IBM 370/155 using MVT/HASP.

Security - The School District agrees to assume responsibility for maintaining the security of the WLC PLAN* materials, manuals, and computer program in such a way that the PLAN* system will not be disclosed to any third party or operated by unauthorized or untrained persons. The School District agrees to pay all costs of reproduction of the PLAN* computer program in the event the same are destroyed when operated by unauthorized persons unfamiliar with the proper operational and security codes, or through the fault of authorized persons' misuse of the codes.

4. CONDITIONS OF PRINT RIGHT LEASE

Westinghouse Learning Corporation will furnish a single camera ready copy of all student documents in the PLAN* system including TLU's, TESTS, ACTIVITY SHEETS, INSTRUCTIONAL GUIDES, and DIRECTIONS. The regular teacher manuals will be furnished as a part of the per student cost by Westinghouse Learning Corporation.

Since this is a new venture for Westinghouse Learning Corporation negotiaton as to needs that can be met by Westinghouse Learning Corporation to insure success in printing and delivery will have to be made on the basis of good faith and cooperation. Westinghouse Learning Corporation is eager to participate in the arrangement where St. Louis can do their printing and delivery of student documents.

5. WESTINGHOUSE LEARING CORPORATION'S POSITION ON VISITATIONS AND DEMONSTRATION IN ST. LOUIS SCHOOLS

This will be covered in the Position Paper that follows -

POSITION PAPER ON USING ST. LOUIS SCHOOLS AS DEMONSTRATION AND VISITATION CENTER.

Westinghouse Learning Corporation appreciates the opportunity of showing the PLAN* schools in St. Louis to visitors. All who have visited have been positively impressed. We feel, at this time, several schools are considerin implementation of PLAN* as a result of what they saw and heard in the St. Louis PLAN* schools. We wish to cooperate with the St. Louis schools in regard to the visitations and demonstrations. We further realize that many staff hours have been devoted to the visitors. We hope that by having added numbers, nationwide, in the PLAN* system that we can continue to pass on the cost effectives of the large number syndrome onto all customers. In spite of tremendous price increases to the PLAN* group in Westinghouse Learn Corporation. The cost of PLAN* has decreased by over 50% in the past two ye Paper costs, salaries, travel, supplies and most everything else has increas by as much as 30% in the last two years, yet PLAN* prices are lower. The on way we could do this during these inflationary times is by increasing our numbers thereby being more cost effective.

Westinghouse Learning Corporation wishes to help St. Louis to have visitors and to help share the cost. However, Westinghouse Learning Corporation must guard against two legal pitfalls:

These are the fair price laws which assures that small users will have the benefits of PLAN* as well as the large user. Basic price structures must be mentioned. The Westinghouse Corporation has pledged their resources in the creation of PLAN* because they felt that we were meeting a basic need in education. The meeting of the needs of each individual through a manageable system should be available to every child in the nation so our basic pricing must assume that small users can afford PLAN* as well as large users. Therefore, the basic price structure must be maintained.

The other legal problem is that of conflict of interest. Reimbursement to users of Westinghouse Learning Corporation's product is illegal if it can be prove to be a conflict of interest or that the reimbursement was for the purpose of influencing the purchase of Westinghouse Learning Corporation's products by public schools. Other than with expenses incurred, added equipment costs or added staff costs it is very difficult to avoid the conflict of interest issue.

Westinghouse Learning Corporation wishes to encourage St. Louis to get large numbers of their students into PLAN*. We believe that we are making this possible through leasing our Printing and Computer Software Rights. Westinghouse Learning Corporation has invested millions in PLAN* development yet we are willing to allow schools to use these developed instruments on a lease or purchase basis in order for the cost to be low enough for all students in St. Louis to have PLAN* if they desire. .

Westinghouse Learning Corporation does not wish to charge for components that are not needed in the St. Louis Schools. If the school district feels that it can train its staff properly and that there is lesser need for consulting, a lower price for PLAN* can be negotiated. Westinghouse Learning Corporation feels that training and consulting are very important components but if a district can assure success in regard to these components, Westinghouse Learning Corporation is willing to consider the cost tradeoffs involved.

The total dollar amount depends upon the number of students involved so definite school sites and numbers must be proposed before negotiations can occur.

1500 STUDENT ENROLLMENT 1974-1975 SCHOOL YEAR

Since St. Louis has committed 1500 students to the PLAN* system for 1974-75 we can definitely say what we can do to show our appreciation for the visito you have had. We will furnish a Turning Point Reading Program for each building in PLAN*. We will also furnish a pre-school and kindergarten kit for each school in PLAN*. The estimated value of these kits would be around $1,000. The St. Louis schools would purchase the support materials prescribed for the programs.

SUMMARY

To summarize the position paper, Westinghouse Learning Corporation is willi to look at possible ways of making the PLAN* system available to St. Louis or a large student number basis at a cost that the district can afford. We, of course, must protect our direct costs and our investment dollars. For large numbers a fixed price contract will be negotiated based on the conditi of implementation such as:

1. Number of buildings
2. Number of students
3. Lease arrangements
4. Cost tradeoffs
5. Staff training needs
6. Consulting needs
7. Westinghouse Learning Corporation visitation commitments
8. Program choices and needs

Westinghouse Learning Corporation wants to have St. Louis as a user of PLAN* throughout the city. We are willing to look at all possible ways for this to occur.

ST.LOUIS PROPOSAL FOR 1974-1975

students @ $34.00/Student	$51,000
Basic $34.00 price includes:	
Training	
Documents	
Consulting	
Periodic Reports	
Administrative Reports	
puter Lease	12,000
Conditions of Lease	
(See the enclosed copy)	
ds and Forms @ $2.00/student	3,000
	$66,000

Leasing the PLAN* Computer System for the 1974-1975 School Year

Basic System Description

The PLAN* Computer System is divided into three main sections, which together form the computer accountability and support system. The first section, PLAN Daily Processing, is the basis of the PLAN* Computer System. This series of programs handles the transactions that students and teachers submit each day, maintains the Student History File, and produces the Daily Printout that stude and teachers receive. The second section, PLAN* Reporting System, creates rep of student progress for the teacher and parents, and profiles of student activ to be used by the teacher and school. The final section of the system contain PLAN* Special Programs. These programs maintain the PLAN* Reference Files.

Cost Description

The cost components that are incurred by the school district that leases the PLAN* Computer System are as follows:

Lease Charge - The lease charge of $12,000 for a 12-month user license of the PLAN* Computer System, payable upon delivery and installation. For the specified number of students, any number of days of use can be made of the system. This charge covers installation of the software at the computer site, on-site training assistance, and maintenance of program and file integri

Local Computer Costs - The cost will vary depending on the situation at the local computer site. Most of the proposed leasors want to use the PLAN* Computer System as a tool to either justify the existence of the computer center or to upgrade the computer used at the center. Thus, it is difficult to estimate the actual cost of the local operation. (See configuration requirements.)

Computer-School Liaison - The success of the PLAN* Computer System depends heavily on cooperation between the schools and the computer center. Experienc has shown that the operation is greatly enhanced if a person will assume the position of working closely with both the computer center and school staff in order to ensure that the PLAN* Computer System performs correctly. This position may not require added costs, since the duties may be assumed by someone on the school or computer staffs. Normal time requirements to perform this function may be minimal, but the importance of having a well-liked highly trained, competent individual as a resource to the teachers cannot be stressed too much

Data Conversion - PLAN* students and teachers record transactions on mark-sense computer cards which must be transformed into the codes used by the computer. This conversion can be performed in a number of ways which include: scanning the cards offline using a mini-computer; processing the cards online through a telecommunications network; or reading the cards online through the system reader if it has mark-sense scanning ability. The cost involved here is solely dependent on which means the computer center chooses to use to read the mark-sense cards. Various card readers that can be used are the IBM 2501, IBM 2502, IBM 2956, and Hewlett-Packard 2761. A packet of the PLAN* cards should be left for the local computer center staff to study. This discussion area is one that will require an in-depth treatment between the PLAN* computer staff and local computer staffs to resolve any problems.

Data Delivery - NOTE - Data delivery costs of this kind will not be incurred if a telecommunications network exists for data collection. The school district must provide a courier service in order to get the mark-sense cards to the computer center and to return the Daily Printout to the schools. Most school districts have a mail service already established to handle the flow of inter-building mail. In areas where this is not true, a staff member is usually available for this function in a normal driving pattern.

Cards and Forms - Computer cards and forms are not provided in the basic lease charge. For $2.00 per student, all necessary computer cards to read on the computer center equipment and all necessary computer forms will be provided to the school district. If the school district does not wish to have cards and forms provided in this manner, help will be provided the computer center staff in ordering these items from vendors of their choice.

Configuration Requirements

PLAN* Daily Processing has been designed for daily execution in 110K of core storag for 30 wall clock minutes and 5 CPU minutes while supporting 10,000 students. All other sections of the PLAN* Computer System will execute in 110K or less of core storage with the execution time use more than two magnetic tape drives. All programs require a special disc pack which contains the PLAN* Reference files. These files are approximately 2,750,000 characters and are accessed through an Indexed Sequential Access Method. All programs are written in IBM OS Full American National Standard COBOL (Version 3). All figures are core storage and execution time are for an IBM 370/155 using MVT/HASP.

Security

The School District agrees to assume responsibility for maintaining the security of the WLC PLAN* materials, manuals, and computer program in such a way that the PLAN* system will not be disclosed to any third party or operated by unauthorized or untrained persons. The School District agrees to pay all costs of reproduction of the PLAN* computer program in the event the same are destroyed when operated by unauthorized persons unfamiliar with the proper operational and security codes, or through the fault of authorized persons' misuse of the codes.

APPENDIX F

```
PP        PP   LL             NN NN      NN        77                11        00        00        77      00        00
PPPPPPPPPPPP   LL             NN  NN     NN       77                 11        00        00       77       00        00
PPPPPPPPPPPP   LL             NN   NN    NN       77                 11        00        00       77       00        00
PP             LL             NN    NN   NN       77                 11        00        00       77       00        00
PP             LL             NN      NNNN        77                 11        00        00       77       00        00
PP             LL             NN       NNN        77                 11        00        00       77       00        00
PP             LLLLLLLLLLLL   NN        NN       77             1111111111     0000000000         77        0000000000
PP             LLLLLLLLLLLL   NN         N       77             1111111111      00000000          77          00000000

                                              AAAAAAAAAA
                                             AAAAAAAAAAAA
                                             AA        AA
                                             AA        AA
                                             AA        AA
                                             AAAAAAAAAAAA
                                             AAAAAAAAAAAA
                                             AA        AA
                                             AA        AA
                                             AA        AA
                                             AA        AA
                                             AA        AA
```

BEST COPY AVAILABLE

```
FILE NAME      PLANDATA AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT PATTERSON
VARIABLE LIST  GRADE, SEX, AGE, YINSCH, TEST01 TO TEST17, GROUP, MASTERED
INPUT MEDIUM - TAPE
SUBFILE LIST   PLAN, CONTROL
# OF CASES     260, 269
INPUT FORMAT - FIXED (T19, 2F1.0, F4.2, F2.0, F3.0, 5F2.1, 2F2.0, F3.0,


         ACCORDING TO YOUR INPUT FORMAT, VARIABLES ARE TO BE READ AS FOLLOWS

         VARIABLE  FORMAT  RECORD    COLUMNS

         GRADE     F 1. 0      1     19-  19
         SEX       F 1. 0      1     20-  20
         AGE       F 4. 2      1     21-  24
         YINSCH    F 2. 0      1     25-  26
         TEST01    F 3. 0      1     27-  29
         TEST02    F 2. 1      1     30-  31
         TEST03    F 2. 1      1     32-  33
         TEST04    F 2. 1      1     34-  35
         TEST05    F 2. 1      1     36-  37
         TEST06    F 2. 1      1     38-  39
         TEST07    F 2. 0      1     40-  41
         TEST08    F 2. 0      1     42-  43
         TEST09    F 3. 0      1     44-  46
                       5F2.1, 2F2.0, F3.0, F1.0, T78, F4.0)
         TEST10    F 2. 1      1     47-  48
         TEST11    F 2. 1      1     49-  50
         TEST12    F 2. 1      1     51-  52
         TEST13    F 2. 1      1     53-  54
         TEST14    F 2. 1      1     55-  56
         TEST15    F 2. 0      1     57-  58
         TEST16    F 2. 0      1     59-  60
         TEST17    F 3. 0      1     61-  63
         GROUP     F 1. 0      1     64-  64
         MASTERED  F 4. 0      1     78-  81

THE INPUT FORMAT PROVIDES FOR  23 VARIABLES.   23 WILL BE READ
IT PROVIDES FOR  1 RECORDS ('CARDS') PER CASE.  A MAXIMUM OF   81 'COLUMNS' ARE USED ON A RECORD.

          RECODE           GRADE TO TEST17 (BLANK = -1)
          MISSING VALUES GRADE TO MASTERED (-1)
          IF               (GRADE EQ 1) TEST18 = (TEST02 + TEST03 + TEST06) / 3
          IF               (GRADE EQ 1) TEST19 = (TEST10 + TEST11 + TEST14) / 3
          IF               (GRADE EQ 2)
                               TEST18 = (TEST02 + TEST03 + TEST05 + TEST06) / 4
          IF               (GRADE EQ 2)
                               TEST19 = (TEST10 + TEST11 + TEST13 + TEST14) / 4
          IF               (GRADE EQ 3)
                               TEST18 = (TEST03 + TEST04 + TEST05 + TEST06) / 4
```

```
                ASSIGN MISSING LEARNR1,TEST18,TEST19 (-1)
                COMPUTE        GAIN01 = TEST109 - TEST101
                COMPUTE        GAIN02 = TEST110 - TEST102
                COMPUTE        GAIN03 = TEST111 - TEST103
                COMPUTE        GAIN04 = TEST113 - TEST104
                COMPUTE        GAIN05 = TEST112 - TEST105
                COMPUTE        GAIN06 = TEST114 - TEST106
                COMPUTE        GAIN07 = TEST115 - TEST107
                COMPUTE        GAIN08 = TEST108 - TEST116
                COMPUTE        GAIN09 = TEST119 - TEST118
                ASSIGN MISSING GAIN01 TO GAIN09 (-9.9)
                VAR LABELS     TEST101 TOTAL RAW SCORE - PRE TEST/
                               TEST102 WORD ANALYSIS - PRE SCORE/
                               TEST103 READING - PRE SCORE/
                               TEST104 LANGUAGE - PRE SCORE/
                               TEST105 SPELLING - PRE SCORE/
                               TEST106 MATHEMATICS - PRE SCORE/
                               TEST107 S. E. I. - PRE SCORE/
                               TEST108 T. A. S. C. - PRE SCORE/
                               TEST109 TOTAL RAW SCORE - POST SCORE/
                               TEST110 WORD ANALYSIS - POST SCORE/
                               TEST111 READING - POST SCORE/
                               TEST112 SPELLING - POST SCORE/
                               TEST113 LANGUAGE - POST SCORE/
                               TEST114 MATHEMATICS - POST SCORE/
                               TEST115 S. E. I. - POST SCORE/
                               TEST116 T. A. S. C. - POST SCORE/
                               TEST117 MY CLASS/
                               TEST118 COMPOSITE - PRE TEST/
                               TEST119 COMPOSITE - POST TEST/
                               GAIN01 GAIN IN TOTAL RAW SCORE/
                               GAIN02 GAIN IN WORD ANALYSIS/
                               GAIN03 GAIN IN READING/
                               GAIN04 GAIN IN LANGUAGE/
                               GAIN05 GAIN IN SPELLING/
                               GAIN06 GAIN IN MATHEMATICS/
                               GAIN07 GAIN IN S. E. I./
                               GAIN08 GAIN IN T. A. S. C./
                               GAIN09 GAIN IN COMPOSITE/
                               LEARNR1 LEARNING RATE
                VALUE LABELS   GROUP (1) PLAN* (2) COMPARISON/
                               SEX (0) MALE (1) FEMALE/
                               GRADE (1) FIRST (2) SECOND (3) THIRD
                PRINT FORMATS  AGE (2) GRADE SEX GROUP (0)
                PROCESS SUBFILESEACH
                TASK NAME      DESCRIPTIVE STATISTICS: DATA DESCRIPTION
                MARGINALS      AGE, LEARNR1, TEST101 TO TEST119, GAIN01 TO GAIN09
```

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973-74
DESCRIPTIVE STATISTICS: DATA DESCRIPTION
FILE   PLANDATA (CREATION DATE = 06/10/74)   AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT PATTERSON
SUBFILE   PLAN

VARIABLE   AGE

MEAN            8.451              STD ERROR        0.073               MEDIAN          8.548

MODE            7.170              STD DEV          1.190               VARIANCE        1.415

RANGE           6.000              MINIMUM          6.070               MAXIMUM        12.070

VALID    OBSERVATIONS -      265
MISSING OBSERVATIONS -        1  OR   0.4 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE   LEARNRT    LEARNING RATE

MEAN            0.859              STD ERROR        0.016               MEDIAN          0.854

MODE            0.722              STD DEV          0.239               VARIANCE        0.057

RANGE           1.298              MINIMUM          0.461               MAXIMUM         1.759

VALID    OBSERVATIONS -      223
MISSING OBSERVATIONS -       43  OR  16.2 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE   TEST01     TOTAL RAW SCORE - PRE TEST

MEAN           69.810              STD ERROR        2.181               MEDIAN         63.438

MODE           65.000              STD DEV         32.418               VARIANCE     1050.927

RANGE         180.000              MINIMUM         16.000               MAXIMUM       196.000

VALID    OBSERVATIONS -      221
MISSING OBSERVATIONS -       45  OR  16.9 PERCENT OF TOTAL
```

BEST COPY AVAILABLE

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973-74                                           08/10/74        PAGE    4
DESCRIPTIVE STATISTICS: DATA DESCRIPTION
FILE   PLANDATA (CREATION DATE = 08/10/74)---AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT PATTERSON
SUBFILE   PLAN

VARIABLE   TEST02     WORD ANALYSIS - PRE SCORE

MEAN              1.318              STD ERROR       0.053              MEDIAN          1.242

MODE              1.000              STD DEV         0.678              VARIANCE        0.459

RANGE             4.500              MINIMUM         0.0                MAXIMUM         4.500

VALID   OBSERVATIONS -        165
MISSING OBSERVATIONS -        101   OR   38.0 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE   TEST03     READING - PRE SCORE

MEAN              1.829              STD ERROR       0.044              MEDIAN          1.754

MODE              1.500              STD DEV         0.649              VARIANCE        0.421

RANGE             4.600              MINIMUM         0.0                MAXIMUM         4.600

VALID   OBSERVATIONS -        221
MISSING OBSERVATIONS -         45   OR   16.9 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE   TEST04     LANGUAGE - PRE SCORE

MEAN              2.327              STD ERROR       0.120              MEDIAN          2.470

MODE              1.800              STD DEV         0.964              VARIANCE        0.929

RANGE             6.200              MINIMUM         0.0                MAXIMUM         6.200

VALID   OBSERVATIONS -         64
MISSING OBSERVATIONS -        202   OR   75.9 PERCENT OF TOTAL
```

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973-74                             05/10/74        PAGE    5
DESCRIPTIVE STATISTICS: DATA DESCRIPTION
FILE    PLANDATA (CREATION DATE = 05/10/74)  AN ANALYSIS OF PROJECT PLAN IN SCPS BY PAIT PATTERSON
SUBFILE   PLAN

VARIABLE   TEST05     SPELLING - PRE SCORE

MEAN                1.474               STD ERROR       0.082                 MEDIAN          1.474

MODE                1.000               STD DEV         0.969                 VARIANCE        0.936

RANGE               4.400               MINIMUM         0.0                   MAXIMUM         4.400

VALID   OBSERVATIONS -       140
MISSING OBSERVATIONS -       126  OR  47.4 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE   TEST06     MATHEMATICS - PRE SCORE

MEAN                1.543               STD ERROR       0.041                 MEDIAN          1.509

MODE                1.000               STD DEV         0.649                 VARIANCE        0.422

RANGE               3.800               MINIMUM         0.0                   MAXIMUM         3.800

VALID   OBSERVATIONS -       253
MISSING OBSERVATIONS -        13  OR   4.9 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE   TEST07     S. E. I. - PRE SCORE

MEAN               62.959               STD ERROR       0.721                 MEDIAN         63.154

MODE               54.000               STD DEV        11.720                 VARIANCE      137.355

RANGE              62.000               MINIMUM        28.000                 MAXIMUM        90.000

VALID   OBSERVATIONS -       264
MISSING OBSERVATIONS -         2  OR   0.8 PERCENT OF TOTAL
```

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973-74                          08/10/74        PAGE    6
DESCRIPTIVE STATISTICS: DATA DESCRIPTION
FILE    PLANDATA (CREATION DATE = 08/10/74)-- AN ANALYSIS OF PROJECT PLAN IN SCPS BY PATT PATTERSON
SUBFILE    PLAN

VARIABLE    TES108      I. A. S. C. - PRE SCORE

MEAN              14.696             STD ERROR        0.402               MEDIAN          14.886

MODE              15.000             STD DEV          6.441               VARIANCE        41.486

RANGE             29.000             MINIMUM          1.000               MAXIMUM         30.000

VALID    OBSERVATIONS -        257
MISSING  OBSERVATIONS -          9    OR    3.4 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE    TES109      TOTAL RAW SCORE - POST SCORE

MEAN             117.469             STD ERROR        3.242               MEDIAN         114.750

MODE              75.000             STD DEV         48.407               VARIANCE      2343.260

RANGE            212.000             MINIMUM         37.000               MAXIMUM        249.000

VALID    OBSERVATIONS -        223
MISSING  OBSERVATIONS -         43    OR   16.2 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE    TES110      WORD ANALYSIS - POST SCORE

MEAN               2.161             STD ERROR        0.082               MEDIAN           2.021

MODE               1.200             STD DEV          1.000               VARIANCE         1.001

RANGE              4.500             MINIMUM          1.000               MAXIMUM          5.500

VALID    OBSERVATIONS -        150
MISSING  OBSERVATIONS -        116    OR   43.6 PERCENT OF TOTAL
```

BEST COPY AVAILABLE

```
                                                        SCHOOL YEAR 1973-74
   IVE STATISTICS: DATA DESCRIPTION
ILE    PLANDATA (CREATION DATE = 05/10/74)  AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT PATTERSON        06/10/74        PAGE    7
 FILE   PLAN
-----------------------------------------------------------------------------------------------------------------------------
ARIABLE    TEST11     READING - POST SCORE
AN            2.571              STD ERROR         0.056              MEDIAN              2.519
DE            1.400              STD DEV           0.851              VARIANCE            0.724
NGE           4.200              MINIMUM           1.000              MAXIMUM             5.200
LID  OBSERVATIONS -       227
SSING OBSERVATIONS -        39  OR  14.7 PERCENT OF TOTAL
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
IABLE   TEST12     SPELLING - POST-SCORE
              4.172              STD ERROR         0.227              MEDIAN              3.500
E             4.800              STD DEV           2.022              VARIANCE            4.088
E             8.000              MINIMUM           1.000              MAXIMUM             9.000
D   OBSERVATIONS -        79
ING OBSERVATIONS -       187  OR  70.3 PERCENT OF TOTAL
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
BLE    TEST13     LANGUAGE - POST SCORE
              3.019              STD ERROR         0.085              MEDIAN              2.792
              3.000              STD DEV           1.067              VARIANCE            1.139
              6.000              MINIMUM           0.0                MAXIMUM             6.000
  OBSERVATIONS -        159
G OBSERVATIONS -        107  OR  40.2 PERCENT OF TOTAL
```

BEST COPY AVAILABLE

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973-74
DESCRIPTIVE STATISTICS: DATA DESCRIPTION                                      08/10/74        PAGE    8
FILE    PLANDATA (CREATION DATE = 05/10/74)   AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT PATTERSON
SUBFILE    PLAN

VARIABLE    TEST14     MATHEMATICS - POST SCORE

MEAN              2.956            STD ERROR         0.067            MEDIAN           2.953
MODE              2.000            STD DEV           1.015            VARIANCE         1.031
RANGE             5.000            MINIMUM           1.000            MAXIMUM          6.000

VALID   OBSERVATIONS -        227
MISSING OBSERVATIONS -         39  OR  14.7 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE    TEST15     S. E. I. - POST SCORE

MEAN             61.500            STD ERROR         0.886            MEDIAN          62.500
MODE             56.000            STD DEV          13.316            VARIANCE       177.322
RANGE            72.000            MINIMUM          24.000            MAXIMUM         96.000

VALID   OBSERVATIONS -        226
MISSING OBSERVATIONS -         40  OR  15.0 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE    TEST16     T. A. S. C. - POST SCORE

MEAN             14.956            STD ERROR         0.400            MEDIAN          15.186
MODE             15.000            STD DEV           6.024            VARIANCE        36.288
RANGE            30.000            MINIMUM           0.0              MAXIMUM         30.000

VALID   OBSERVATIONS -        227
MISSING OBSERVATIONS -         39  OR  14.7 PERCENT OF TOTAL
```

```
ANALYSIS FOR PEAR VS CONTROL - SCHOOL YEAR 1973-74                    08/10/74      PAGE    9
DESCRIPTIVE STATISTICS: DATA DESCRIPTION
FILE    PEARDATA (CREATION DATE = 08/10/74)  AN ANALYSIS OF PROJECT PEAR IN SLPS BY PATT PATTERSON
SUBFILE   PEAR

VARIABLE   TEST17     MY CLASS

MEAN           119.255                 STD ERROR        0.899                   MEDIAN        119.250

MODE           117.000                 STD DEV         13.605                   VARIANCE      185.095

RANGE          114.000                 MINIMUM         40.000                   MAXIMUM       154.000

VALID   OBSERVATIONS -        229
MISSING OBSERVATIONS -         37  OR  13.9 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE : GROUP

MEAN             1.000                 STD ERROR        0.0                     MEDIAN          0.0

MODE             1.000                 STD DEV          0.0                     VARIANCE        0.0

RANGE            0.0                   MINIMUM          1.000                   MAXIMUM         1.000

VALID   OBSERVATIONS -        266
MISSING OBSERVATIONS -          0  OR   0.0 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE   MASTERED

MEAN           190.162                 STD ERROR        5.733                   MEDIAN        192.000

MODE           329.000                 STD DEV         93.505                   VARIANCE     8743.234

RANGE          449.000                 MINIMUM          0.0                     MAXIMUM       449.000

VALID   OBSERVATIONS -        266
MISSING OBSERVATIONS -          0  OR   0.0 PERCENT OF TOTAL
```

157

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973-74                                        08/10/74        PAGE   10
DESCRIPTIVE STATISTICS: DATA DESCRIPTION
FILE    PLANDATA (CREATION DATE = 08/10/74) -- AN ANALYSIS OF PROJECT PLAN IN SEPS BY PATT PATTERSON
SUBFILE    PLAN

VARIABLE    TEST18      COMPOSITE - PRE TEST

MEAN              1.756           STD ERROR         0.051                MEDIAN          1.644
MODE              1.200           STD DEV           0.672                VARIANCE        0.452
RANGE             4.100           MINIMUM           0.450                MAXIMUM         4.550

VALID   OBSERVATIONS -        172
MISSING OBSERVATIONS -         94  OR  35.3 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE    TEST19      COMPOSITE - POST TEST

MEAN              2.504           STD ERROR         0.073                MEDIAN          2.408
MODE              2.500           STD DEV           1.085                VARIANCE        1.178
RANGE             5.025           MINIMUM           1.100                MAXIMUM         6.125

VALID   OBSERVATIONS -        223
MISSING OBSERVATIONS -         43  OR  16.2 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE    GAIN01      GAIN IN TOTAL RAW SCORE

MEAN             51.967           STD ERROR         2.555                MEDIAN         43.750
MODE             58.000           STD DEV          34.567                VARIANCE     1194.900
RANGE           170.000           MINIMUM         -11.000                MAXIMUM       159.000

VALID   OBSERVATIONS -        183
MISSING OBSERVATIONS -         83  OR  31.2 PERCENT OF TOTAL
```

BEST COPY AVAILABLE

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973-74
DESCRIPTIVE STATISTICS: DATA DESCRIPTION
FILE    PLANDATA (CREATION DATE = 08/10/74)   AN ANALYSIS OF PROJECT PLAN IN SCPS BY PATT PATTERSON     08/10/74     PAGE   11
SUBFILE   PLAN

VARIABLE   GAIN02     GAIN IN WORD ANALYSIS
MEAN             0.604        STD ERROR      0.048        MEDIAN      0.495
MODE             0.0          STD DEV        0.578        VARIANCE    0.334
RANGE            3.800        MINIMUM       -0.800        MAXIMUM     3.000
VALID   OBSERVATIONS -     143
MISSING OBSERVATIONS -     123  OR  46.2 PERCENT OF TOTAL
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE   GAIN03     GAIN IN READING
EAN              0.592        STD ERROR      0.049        MEDIAN      0.425
ODE              0.100        STD DEV        0.675        VARIANCE    0.455
ANGE             5.300        MINIMUM       -0.500        MAXIMUM     4.800
ALID   OBSERVATIONS -     187
ISSING OBSERVATIONS -      79  OR  29.7 PERCENT OF TOTAL
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

ARIABLE   GAIN04     GAIN IN LANGUAGE
AN               0.850        STD ERROR      0.154        MEDIAN      0.662
DE               1.000        STD DEV        1.107        VARIANCE    1.226
NGE              4.300        MINIMUM       -1.200        MAXIMUM     3.100
LID   OBSERVATIONS -      52
SSING OBSERVATIONS -     214  OR  80.5 PERCENT OF TOTAL
```

BEST COPY AVAILABLE

```
ALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973-74                          08/10/74        PAGE  12
ESCRIPTIVE STATISTICS: DATA DESCRIPTION
ILE    PLANDATA (CREATION DATE = 08/10/74) - AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT PATTERSON
BFILE   PLAN

ARIABLE    GAIN05     GAIN IN SPELLING

EAN              2.111              STD ERROR      0.245                 MEDIAN          1.515
ODE              1.000              STD DEV        2.083                 VARIANCE        4.337
ANGE             8.500              MINIMUM       -1.200                 MAXIMUM         7.300

LID    OBSERVATIONS -         72
SSING OBSERVATIONS -         194   OR  72.9 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

RIABLE    GAIN06     GAIN IN MATHEMATICS

EAN              0.751              STD ERROR      0.047                 MEDIAN          0.640
ODE              0.200              STD DEV        0.686                 VARIANCE        0.471
ANGE             5.600              MINIMUM       -0.300                 MAXIMUM         5.300

LID    OBSERVATIONS -        214
SSING OBSERVATIONS -          52   OR  19.5 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

RIABLE    GAIN07     GAIN IN [illegible]

EAN             -1.009              STD ERROR      0.900                 MEDIAN         -0.553
ODE              2.000              STD DEV       13.502                 VARIANCE      182.313
ANGE            70.000              MINIMUM      -38.000                 MAXIMUM        32.000

LID    OBSERVATIONS -        225
SSING OBSERVATIONS -          41   OR  15.4 PERCENT OF TOTAL
```

```
ANALYSIS PER PLAN VS CONTROL - SCHOOL YEAR 1973-74
DESCRIPTIVE STATISTICS: DATA DESCRIPTION
FILE    PLANDATA (CREATION DATE = 06/10/74)                                    06/10/74          PAGE   13
SUBFILE    PLAN                          AN ANALYSIS OF PROJECT PLAN IN SCPS BY PAIT PATTERSON

VARIABLE    GAIN06      GAIN IN I. A. S. C.

MEAN               -0.235                STD ERROR          0.471                  MEDIAN          -0.400
MODE                0.0                  STD DEV            6.996                  VARIANCE        48.942
RANGE              40.000                MINIMUM          -21.000                  MAXIMUM         19.000

VALID  OBSERVATIONS -        221
MISSING OBSERVATIONS -        45   OR   16.9 PERCENT OF TOTAL
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE    GAIN04      GAIN IN COMPOSITE

MEAN                0.617                STD ERROR          0.066                  MEDIAN           0.569
MODE                0.100                STD DEV            0.772                  VARIANCE         0.596
RANGE               3.475                MINIMUM           -0.260                  MAXIMUM          3.215

VALID  OBSERVATIONS -        136
MISSING OBSERVATIONS -       130   OR   48.9 PERCENT OF TOTAL
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
```

BEST COPY AVAILABLE

165

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973-74                                  08/10/74      PAGE   14
DESCRIPTIVE STATISTICS: DATA DESCRIPTION
FILE    PLANDATA (CREATION DATE = 05/10/74)   AN ANALYSIS OF PROJECT PLAN IN SEPS BY PATT PATTERSON
SUBFILE    CONTROL


VARIABLE    AGE

MEAN              8.370              STD ERROR        0.073              MEDIAN           8.301

MODE              8.830              STD DEV          1.190              VARIANCE         1.415

RANGE             4.920              MINIMUM          6.330              MAXIMUM         11.250

VALID   OBSERVATIONS -       269
MISSING OBSERVATIONS -         0  OR   0.0 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -


VARIABLE    LEARNRT     LEARNING RATE

MEAN              0.851              STD ERROR        0.014              MEDIAN           0.803

MODE              1.000              STD DEV          0.199              VARIANCE         0.039

RANGE             1.346              MINIMUM          0.395              MAXIMUM          1.741

VALID   OBSERVATIONS -       215
MISSING OBSERVATIONS -        54  OR  20.1 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -


VARIABLE    TEST01      TOTAL RAW SCORE - PRE TEST

MEAN             70.759              STD ERROR        1.851              MEDIAN          68.750

MODE             59.000              STD DEV         26.955              VARIANCE       726.515

RANGE           133.000              MINIMUM         25.000              MAXIMUM        158.000

VALID   OBSERVATIONS -       212
MISSING OBSERVATIONS -        57  OR  21.2 PERCENT OF TOTAL
```

BEST COPY AVAILABLE

164

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973-74                    08/10/74        PAGE   15
DESCRIPTIVE STATISTICS: DATA DESCRIPTION
FILE   PLANDATA (CREATION DATE = 08/10/74)  AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT PATTERSON
SUBFILE   CONTROL

VARIABLE   TEST02      WORD ANALYSIS - PRE SCORE

MEAN              1.577              STD ERROR        0.041              MEDIAN          1.433

MODE              1.100              STD DEV          0.485              VARIANCE        0.235

RANGE             2.200              MINIMUM          1.000              MAXIMUM         3.200

VALID   OBSERVATIONS -        138
MISSING OBSERVATIONS -        131   OR  48.7 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE   TEST03      READING - PRE SCORE

MEAN              1.857              STD ERROR        0.038              MEDIAN          1.805

MODE              1.500              STD DEV          0.555              VARIANCE        0.308

RANGE             3.100              MINIMUM          1.000              MAXIMUM         4.100

VALID   OBSERVATIONS -        215
MISSING OBSERVATIONS -         54   OR  20.1 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE   TEST04      LANGUAGE - PRE SCORE

MEAN              2.433              STD ERROR        0.073              MEDIAN          2.525

MODE              2.300              STD DEV          0.666              VARIANCE        0.443

RANGE             3.400              MINIMUM          1.200              MAXIMUM         4.600

VALID   OBSERVATIONS -         84
MISSING OBSERVATIONS -        185   OR  68.8 PERCENT OF TOTAL
```

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973-74
DESCRIPTIVE STATISTICS: DATA DESCRIPTION                                    08/10/74        PAGE  16
FILE   PLANDATA (CREATION DATE = 03/10/74) - AN ANALYSIS OF PROJECT PLAN IN SCPS BY PATT PATTERSON
SUBFILE   CONTROL

VARIABLE   TEST05     SPELLING - PRE SCORE

MEAN            1.819          STD ERROR       0.077          MEDIAN         1.890

MODE            1.000          STD DEV         0.966          VARIANCE       0.933

RANGE           4.700          MINIMUM         0.0            MAXIMUM        4.700

VALID   OBSERVATIONS -      159
MISSING OBSERVATIONS -      110  OR  40.9 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE   TEST06     MATHEMATICS - PRE SCORE

MEAN            1.703          STD ERROR       0.040          MEDIAN         1.650

MODE            1.000          STD DEV         0.593          VARIANCE       0.352

RANGE           2.400          MINIMUM         1.000          MAXIMUM        3.400

VALID   OBSERVATIONS -      220
MISSING OBSERVATIONS -       49  OR  18.2 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE   TEST07     S. E. I. - PRE SCORE

MEAN           62.479          STD ERROR       0.775          MEDIAN        62.870

MODE           62.000          STD DEV        12.565          VARIANCE     157.892

RANGE          70.000          MINIMUM        24.000          MAXIMUM       94.000

VALID   OBSERVATIONS -      263
MISSING OBSERVATIONS -        6  OR   2.2 PERCENT OF TOTAL
```

166

```
DESCRIPTIVE STATISTICS: DATA DESCRIPTION
FILE   PLANDATA (CREATION DATE = 08/10/74)   AN ANALYSIS OF PROJECT PLAN IN SCPS BY PAT PATTERSON
SUBFILE   CONTROL

VARIABLE   TEST08     I. A. S. C. - PRE SCORE

MEAN              13.907               STD ERROR        0.390               MEDIAN          13.357

MODE              15.000               STD DEV          6.329               VARIANCE        40.056

RANGE             51.000               MINIMUM          1.000               MAXIMUM         52.000

VALID   OBSERVATIONS -        263
MISSING OBSERVATIONS -          6   OR    2.2 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE   TEST09     TOTAL RAW SCORE - POST SCORE

MEAN             111.200               STD ERROR        2.954               MEDIAN         106.125

MODE             122.000               STD DEV         43.314               VARIANCE      1876.142

RANGE            193.000               MINIMUM         33.000               MAXIMUM        226.000

VALID   OBSERVATIONS -        215
MISSING OBSERVATIONS -         54   OR   20.1 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE   TEST10     READ ANALYSIS - POST SCORE

MEAN               1.920               STD ERROR        0.068               MEDIAN           1.727

MODE               1.100               STD DEV          0.841               VARIANCE         0.708

RANGE              5.500               MINIMUM          0.0                 MAXIMUM          5.500

VALID   OBSERVATIONS -        153
MISSING OBSERVATIONS -        115   OR   43.1 PERCENT OF TOTAL
```

BEST COPY AVAILABLE

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973-74                          06/10/74         PAGE  16
DESCRIPTIVE STATISTICS: DATA DESCRIPTION
FILE    PLANDATA (CREATION DATE = 05/10/74)   AN ANALYSIS OF PROJECT PLAN IN SLPS BY PAIT PATTERSON
SUBFILE    CONTROL

VARIABLE   TEST11      READING - POST SCORE

MEAN                2.254               STD ERROR      0.045               MEDIAN         2.250

MODE                1.000               STD DEV        0.678               VARIANCE       0.460

RANGE               3.800               MINIMUM        1.000               MAXIMUM        4.800

VALID   OBSERVATIONS -        230
MISSING OBSERVATIONS -         39  OR  14.5 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE   TEST12      SPELLING - POST SCORE

MEAN                3.200               STD ERROR      0.109               MEDIAN         2.950

MODE                2.600               STD DEV        0.984               VARIANCE       0.968

RANGE               3.900               MINIMUM        1.500               MAXIMUM        5.400

VALID   OBSERVATIONS -         82
MISSING OBSERVATIONS -        187  OR  69.5 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE   TEST13      LANGUAGE - POST SCORE

MEAN                2.618               STD ERROR      0.076               MEDIAN         2.621

MODE                3.000               STD DEV        0.961               VARIANCE       0.923

RANGE               6.000               MINIMUM        0.0                 MAXIMUM        6.000

VALID   OBSERVATIONS -        159
MISSING OBSERVATIONS -        110  OR  40.9 PERCENT OF TOTAL
```

```
ANALYSES FOR PLAN VS CONTROL - SCHOOL YEAR 1973-74                08/10/74       PAGE   19
DESCRIPTIVE STATISTICS: DATA DESCRIPTION
FILE   PLANDATA (CREATION DATE = 08/10/74)   AN ANALYSIS OF PROJECT PLAN IN SEPS BY PATT PATTERSON
SUBFILE    CONTROL

VARIABLE    TEST14     MATHEMATICS - POST SCORE

MEAN              2.402              STD ERROR        0.065             MEDIAN            2.390

MODE              2.000              STD DEV          0.965             VARIANCE          0.931

RANGE             3.500              MINIMUM          1.000             MAXIMUM           4.500

VALID   OBSERVATIONS -         220
MISSING OBSERVATIONS -          49   OR   18.2 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE    TEST15     S. R. I. - POST-SCORE

MEAN             64.304              STD ERROR        0.825             MEDIAN           64.168

MODE             56.000              STD DEV         12.370             VARIANCE        153.027

RANGE            68.000              MINIMUM         22.000             MAXIMUM          90.000

VALID   OBSERVATIONS -         225
MISSING OBSERVATIONS -          44   OR   16.4 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE    TEST16     T. M. S. C. - POST SCORE

MEAN             13.892              STD ERROR        0.392             MEDIAN           13.833

MODE             14.000              STD DEV          5.837             VARIANCE         34.070

RANGE            30.000              MINIMUM          0.0               MAXIMUM          30.000

VALID   OBSERVATIONS -         222
MISSING OBSERVATIONS -          47   OR   17.5 PERCENT OF TOTAL
```

BEST COPY AVAILABLE

```
YSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973-74                                    08/10/74        PAGE   20
RIPTIVE STATISTICS: DATA DESCRIPTION
   PLAN.DATA (CREATION DATE = 08/10/74) -- AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT PATTERSON
ILE   CONTROL

ABLE    GROUP

             2.000                   STD ERROR        0.0                    MEDIAN          0.0

             2.000                   STD DEV          0.0                    VARIANCE        0.0

L            0.0                     MINIMUM          2.000                  MAXIMUM         2.000

D   OBSERVATIONS -       269
SING OBSERVATIONS -        0   OR    0.0 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

IABLE   MASTERED

             0.0                     STD ERROR        0.0                    MEDIAN          0.0

             0.0                     STD DEV          0.0                    VARIANCE        0.0

SE           0.0                     MINIMUM          0.0                    MAXIMUM         0.0

ID   OBSERVATIONS -       269
SING OBSERVATIONS -        0   OR    0.0 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

IABLE   TEST16     COMPOSITE - PRE TEST

N            1.733                   STD ERROR        0.039                  MEDIAN          1.700

E            2.000                   STD DEV          0.567                  VARIANCE        0.321

GE           2.825                   MINIMUM          0.850                  MAXIMUM         3.675

ID   OBSERVATIONS -       212
SING OBSERVATIONS -       57   OR   21.2 PERCENT OF TOTAL
```

```
SUBFILE   CONTROL                               AN ANALYSIS OF PROJECT PLAN IN SCPS BY PATT PATTERSON

VARIABLE   TCS119     COMPOSITE - POST TEST

MEAN              2.314          STD ERROR        0.056          MEDIAN           2.199
MODE              2.200          STD DEV          0.828          VARIANCE         0.685
RANGE             3.717          MINIMUM          0.933          MAXIMUM          4.650

VALID   OBSERVATIONS -      215
MISSING OBSERVATIONS -       54   OR  20.1 PERCENT OF TOTAL
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE   GAIN01     GAIN IN TOTAL RAW SCORE

MEAN             46.395          STD ERROR        2.055          MEDIAN          44.500
MODE             41.000          STD DEV         26.923          VARIANCE       724.872
RANGE           128.000          MINIMUM         -4.000          MAXIMUM        124.000

VALID   OBSERVATIONS -      172
MISSING OBSERVATIONS -       97   OR  36.1 PERCENT OF TOTAL
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE   GAIN02     GAIN IN WORD ANALYSIS

MEAN              0.442          STD ERROR        0.057          MEDIAN           0.467
MODE              0.500          STD DEV          0.603          VARIANCE         0.364
RANGE             3.600          MINIMUM         -1.300          MAXIMUM          2.300

VALID   OBSERVATIONS -      115
MISSING OBSERVATIONS -      155   OR  58.0 PERCENT OF TOTAL
```

```
NALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973-74                  08/10/74        PAGE   22
ESCRIPTIVE STATISTICS: DATA DESCRIPTION
ILE    PLANDATA (CREATION DATE = 08/10/74)   AN ANALYSIS OF PROJECT PLAN IN SEPS BY PATT PATTERSON
UBFILE    CONTROL

ARIABLE    GAIN03      GAIN IN READING

EAN              0.517                  STD ERROR       0.037                   MEDIAN          0.475

ODE              0.500                  STD DEV         0.506                   VARIANCE        0.256

ANGE             2.600                  MINIMUM        -0.900                   MAXIMUM         1.700

ALID    OBSERVATIONS -        187
ISSING OBSERVATIONS -          82   OR   30.5 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

ARIABLE    GAIN04      GAIN IN LANGUAGE

EAN              0.312                  STD ERROR       0.116                   MEDIAN          0.217

ODE              0.100                  STD DEV         1.025                   VARIANCE        1.052

ANGE             6.400                  MINIMUM        -2.300                   MAXIMUM         4.100

ALID    OBSERVATIONS -         78
ISSING OBSERVATIONS -         191   OR   71.0 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

ARIABLE    GAIN05      GAIN IN SPELLING

EAN              1.232                  STD ERROR       0.107                   MEDIAN          1.217

ODE              1.100                  STD DEV         0.929                   VARIANCE        0.862

ANGE             4.500                  MINIMUM        -1.200                   MAXIMUM         3.300

ALID    OBSERVATIONS -         76
ISSING OBSERVATIONS -         193   OR   71.7 PERCENT OF TOTAL
```

```
ARIABLE    GAIN06     GAIN IN MATHEMATICS

AN              0.877                 STD ERROR        0.048                  MEDIAN           0.825

DE              0.200                 STD DEV          0.621                  VARIANCE         0.386

ANGE            3.400                 MINIMUM         -0.300                  MAXIMUM          3.100

LID   OBSERVATIONS -      182
SSING OBSERVATIONS -       87  OR  32.3 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

ARIABLE    GAIN07     GAIN IN S. E. I.

AN              1.763                 STD ERROR        0.915                  MEDIAN           1.783

DE              0.000                 STD DEV         13.546                  VARIANCE       183.503

ANGE           86.000                 MINIMUM        -42.000                  MAXIMUM         44.000

LID   OBSERVATIONS -      219
SSING OBSERVATIONS -       50  OR  18.6 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

RIABLE    GAIN08     GAIN IN T. A. S. C.

AN             -0.189                 STD ERROR        0.457                  MEDIAN          -0.972

DE              3.000                 STD DEV          6.739                  VARIANCE        45.413

ANGE           51.000                 MINIMUM        -18.000                  MAXIMUM         33.000

LID   OBSERVATIONS -      217
SSING OBSERVATIONS -       52  OR  19.3 PERCENT OF TOTAL
```

BEST COPY AVAILABLE

```
ALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973-74                          08/10/74        PAGE   24
SCRIPTIVE STATISTICS: DATA DESCRIPTION
LE   PLANDATA (CREATION DATE = 08/10/74)   AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT-PATTERSON
BFILE    CONTROL

RIABLE    GAINC9     GAIN IN COMPOSITE

AN              0.684              STD ERROR         0.030                    MEDIAN          0.647

DE              0.625              STD DEV           0.392                    VARIANCE        0.154

NGE             1.858              MINIMUM          -0.133                    MAXIMUM         1.725

LID  OBSERVATIONS -         172
SSING OBSERVATIONS -         97   OR   36.1 PERCENT OF TOTAL
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
```

```
 PP   LL           NN NN      NN     77       11        00       00     44    44     00        00
 PP   LL           NN  NN     NN     77       11        00       00     4444444444    00        00
PPPPPPPPPP  LL     NN   NN    NN     77       11        00       00    44444444444    00        00
PPPPPPPPP   LL     NN    NN   NN     77       11        00       00           44      00        00
            LL     NN     NN  NN     77       11        00       00           44      00        00
            LL     NN      NNNN      77       11        00       00           44      00        00
            LL     NN       NNN      77       11        00       00           44      00        00
            LLLLLLLLLLLL  NN    NN   77    1111111111    0000000000           44      0000000000
            LLLLLLLLLLLL  NN     N   77    1111111111     00000000            44       00000000

                                    AAAAAAAAAA
                                   AAAAAAAAAAAA
                                   AA        AA
                                   AA        AA
                                   AA        AA
                                   AAAAAAAAAAAA
                                   AAAAAAAAAAAA
                                   AA        AA
                                   AA        AA
                                   AA        AA
                                   AA        AA
                                   AA        AA
```

BEST COPY AVAILABLE

```
LE    PLANDATA (CREATION DATE = 06/12/74)- - AN ANALYSIS OF PROJECT-PLAN IN SLPS BY-PAIT-PATTERSON
.FILE   PLAN

RIABLE    AGE

AN              11.759             STD ERROR        0.089              MEDIAN           11.679
LE              12.000             STD DEV          1.489              VARIANCE          2.218
NGE              6.000             MINIMUM          9.010              MAXIMUM          15.010

LID   OBSERVATIONS -       281
SSING OBSERVATIONS -       337   OR  54.5 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

RIABLE    IQ

AN              92.334             STD ERROR        0.621              MEDIAN           92.167
DE              95.000             STD DEV         10.282              VARIANCE        105.717
NGE             61.000             MINIMUM         62.000              MAXIMUM         123.000

LID   OBSERVATIONS -       274
SSING OBSERVATIONS -       344   OR  55.7 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

RIABLE    TEST01      ITBS VOCABULARY - PRE SCORE

AN               4.384             STD ERROR        0.095              MEDIAN            4.141
LE               3.800             STD DEV          1.585              VARIANCE          2.514
NGE              8.100             MINIMUM          1.400              MAXIMUM           9.500

LID   OBSERVATIONS -       278
SSING OBSERVATIONS -       340   OR  55.0 PERCENT OF TOTAL
```

BEST COPY AVAILABLE

```
SCRIPTIVE STATISTICS:  DATA DESCRIPTION
LE   PLANDATA (CREATION DATE = 08/12/74)   AN ANALYSIS OF PROJECT PLAN IN SCPS BY PATT PATTERSON
FILE   PLAN

RIABLE   TEST02     ITBS READING - PRE SCORE

AN              4.429              STD ERROR        0.091                  MEDIAN          4.283

LE              3.400              STD DEV          1.516                  VARIANCE        2.300

NGE             8.200              MINIMUM          1.300                  MAXIMUM         9.500

LID   OBSERVATIONS -       278
SSING OBSERVATIONS -       340   OR   55.0 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

RIABLE   TEST03     ITBS VOCAB-READ AV. - PRE SCORE

AN              4.430              STD ERROR        0.089                  MEDIAN          4.300

DE              4.400              STD DEV          1.491                  VARIANCE        2.222

NGE             7.800              MINIMUM          1.500                  MAXIMUM         9.300

LID   OBSERVATIONS -       278
SSING OBSERVATIONS -       340   OR   55.0 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

RIABLE   TEST04     ITBS LANGUAGE - PRE SCORE

AN              5.145              STD ERROR        0.099                  MEDIAN          5.007

DE              5.500              STD DEV          1.621                  VARIANCE        2.629

NGE             8.400              MINIMUM          1.900                  MAXIMUM        10.300

LID   OBSERVATIONS -       270
SSING OBSERVATIONS -       348   OR   56.3 PERCENT OF TOTAL
```

BEST COPY AVAILABLE

```
SUBFILE   PLAN

VARIABLE   TEST05     ITBS ARITHMETIC - PRE SCORE

MEAN            4.602            STD ERROR        0.084            MEDIAN          4.544
MODE            3.800            STD DEV          1.396            VARIANCE        1.949
RANGE           7.500            MINIMUM          1.500            MAXIMUM         9.000

VALID   OBSERVATIONS -          275
MISSING OBSERVATIONS -          343   OR   55.5 PERCENT OF TOTAL
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE . TEST06     ITBS COMPOSITE - PRE SCORE

MEAN            4.735            STD ERROR        0.085            MEDIAN          4.564
MODE            5.400            STD DEV          1.390            VARIANCE        1.931
RANGE           6.900            MINIMUM          2.100            MAXIMUM         9.000

VALID   OBSERVATIONS -          268
MISSING OBSERVATIONS -          350   OR   56.6 PERCENT OF TOTAL
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE   TEST07     ITBS VOCABULARY - POST SCORE

MEAN            4.829            STD ERROR        0.096            MEDIAN          4.563
MODE            3.800            STD DEV          1.605            VARIANCE        2.577
RANGE           8.800            MINIMUM          1.700            MAXIMUM        10.500

VALID   OBSERVATIONS -          280
MISSING OBSERVATIONS -          338   OR   54.7 PERCENT OF TOTAL
```

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973 - 74                          03/12/74      PAGE    8
DESCRIPTIVE STATISTICS:  DATA DESCRIPTION
FILE   PLANDATA (CREATION DATE = 03/12/74)  AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT PATTERSON
SUBFILE    PLAN

VARIABLE   TEST08      ITBS READING - POST SCORE

MEAN              4.925              STD ERROR         0.098              MEDIAN          4.730

MODE              4.400              STD DEV           1.644              VARIANCE        2.703

RANGE             8.200              MINIMUM           1.800              MAXIMUM        10.000

VALID   OBSERVATIONS -         280
MISSING OBSERVATIONS -         338  OR  54.7 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE . TEST09      ITBS VOCAB-READ AV. - POST SCORE

MEAN              4.902              STD ERROR         0.092              MEDIAN          4.712

MODE              4.400              STD DEV           1.540              VARIANCE        2.371

RANGE             8.200              MINIMUM           2.100              MAXIMUM        10.300

VALID   OBSERVATIONS -         280
MISSING OBSERVATIONS -         338  OR  54.7 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE   TEST10      ITBS LANGUAGE - POST SCORE

MEAN              5.078              STD ERROR         0.105              MEDIAN          5.550

MODE              4.400              STD DEV           1.748              VARIANCE        3.057

RANGE             8.600              MINIMUM           2.400              MAXIMUM        11.000

VALID   OBSERVATIONS -         278
MISSING OBSERVATIONS -         340  OR  55.0 PERCENT OF TOTAL
```

```
SUBFILE   PLAN              08/12/74   AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT PATTERSON

VARIABLE   TEST111     ITBS ARITHMETIC - POST SCORE
MEAN              5.512          STD ERROR        0.084          MEDIAN         5.171
MODE              4.500          STD DEV          1.404          VARIANCE       1.970
RANGE             7.700          MINIMUM          1.800          MAXIMUM        9.500
VALID   OBSERVATIONS -     277
MISSING OBSERVATIONS -     341   OR   55.2 PERCENT OF TOTAL
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE   TEST112     ITBS COMPOSITE - POST SCORE
MEAN              5.292          STD ERROR        0.087          MEDIAN         5.117
MODE              4.100          STD DEV          1.451          VARIANCE       2.105
RANGE             7.600          MINIMUM          2.100          MAXIMUM        9.700
VALID   OBSERVATIONS -     276
MISSING OBSERVATIONS -     342   OR   55.3 PERCENT OF TOTAL
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE   TEST113     MY CLASS
MEAN            119.974          STD ERROR        0.353          MEDIAN       119.945
MODE            120.000          STD DEV          8.157          VARIANCE      66.533
RANGE            81.000          MINIMUM         71.000          MAXIMUM      152.000
VALID   OBSERVATIONS -     533
MISSING OBSERVATIONS -      85   OR   13.8 PERCENT OF TOTAL
```

BEST COPY AVAILABLE

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973 - 74                        08/12/74        PAGE  10
DESCRIPTIVE STATISTICS:  DATA DESCRIPTION
FILE    PLANDATA (CREATION DATE = 08/12/74)   AN ANALYSIS OF PROJECT PLAN IN SCPS BY PATT-PATTERSON
SUBFILE    PLAN

VARIABLE    TEST14      S. E. I. - PRE SCORE

MEAN            65.100            STD ERROR         0.633            MEDIAN         65.460

MODE            74.000            STD DEV          15.342            VARIANCE      235.384

RANGE           81.000            MINIMUM          18.000            MAXIMUM        99.000

VALID   OBSERVATIONS -         588
MISSING OBSERVATIONS -          30  OR   4.9 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE    TEST15      S. E. I. - POST SCORE

MEAN            13.946            STD ERROR         0.284            MEDIAN         14.037

MODE            14.000            STD DEV           6.688            VARIANCE       44.726

RANGE           30.000            MINIMUM           0.0              MAXIMUM        30.000

VALID   OBSERVATIONS -         555
MISSING OBSERVATIONS -          63  OR  10.2 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE    TEST16      T. A. S. C. - PRE SCORE

MEAN            65.622            STD ERROR         0.683            MEDIAN         66.478

MODE            72.000            STD DEV          15.785            VARIANCE      249.158

RANGE           85.000            MINIMUM          14.000            MAXIMUM        99.000

VALID   OBSERVATIONS -         534
MISSING OBSERVATIONS -          84  OR  13.6 PERCENT OF TOTAL
```

BEST COPY AVAILABLE

```
ALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973 - 74
SCRIPTIVE STATISTICS:  DATA DESCRIPTION
LE    PLANDATA (CREATION DATE = 06/12/74)   AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT-PATTERSON
FILE    PLAN

ARIABLE    TEST117     T. A. S. C. - POST SCORE
AN            14.100                 STD ERROR        0.305                  MEDIAN          14.298
DE            14.000                 STD DEV          7.077                  VARIANCE        50.080
ANGE          50.000                 MINIMUM          0.0                    MAXIMUM         50.000

ALID    OBSERVATIONS -        537
ISSING  OBSERVATIONS -         81   OR   13.1 PERCENT OF TOTAL
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

ARIABLE    TEST118     GAIN IN ITBS VOCABULARY
EAN            0.444                 STD ERROR        0.060                  MEDIAN          0.468
ODE            0.500                 STD DEV          1.002                  VARIANCE        1.005
RANGE          6.500                 MINIMUM         -2.600                  MAXIMUM         3.700

VALID   OBSERVATIONS -        277
MISSING OBSERVATIONS -        341   OR   55.2 PERCENT OF TOTAL
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE    TEST119     GAIN IN ITBS READING
MEAN           0.493                 STD ERROR        0.050                  MEDIAN          0.469
MODE           0.700                 STD DEV          0.839                  VARIANCE        0.703
RANGE          4.600                 MINIMUM         -1.700                  MAXIMUM         2.900

VALID   OBSERVATIONS -        277
MISSING OBSERVATIONS -        341   OR   55.2 PERCENT OF TOTAL
```

BEST COPY AVAILABLE

```
                                                                08/12/74       PAGE   12
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973 - 74
DESCRIPTIVE STATISTICS:  DATA DESCRIPTION
FILE    PLANDATA (CREATION DATE = 08/12/74) -- AN ANALYSIS OF PROJECT-PLAN-IN SLPS BY PATT-PATTERSON
SUBFILE    PLAN

VARIABLE    TEST20      GAIN IN ITBS VOCAB-READING AVER

MEAN             0.470             STD ERROR        0.041             MEDIAN           0.465
MODE             0.500             STD DEV          0.681             VARIANCE         0.463
RANGE            4.500             MINIMUM         -1.900             MAXIMUM          2.600

VALID    OBSERVATIONS -        271
MISSING OBSERVATIONS -         341   OR   55.7 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE    TEST21      GAIN IN ITBS LANGUAGE AVERAGE

MEAN             0.562             STD ERROR        0.049             MEDIAN           0.636
MODE             0.700             STD DEV          0.809             VARIANCE         0.655
RANGE            8.800             MINIMUM         -5.800             MAXIMUM          3.000

VALID    OBSERVATIONS -        262
MISSING OBSERVATIONS -         350   OR   57.2 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE    TEST22      GAIN IN ITBS ARITHMETIC AVERAGE

MEAN             0.718             STD ERROR        0.047             MEDIAN           0.690
MODE             1.000             STD DEV          0.769             VARIANCE         0.591
RANGE            5.100             MINIMUM         -1.400             MAXIMUM          3.700

VALID    OBSERVATIONS -        272
MISSING OBSERVATIONS -         340   OR   55.6 PERCENT OF TOTAL
```

```
ESCRIPTIVE STATISTICS:  DATA DESCRIPTION
ILE    PLANDATA (CREATION DATE = 06/12/74)   AN ANALYSIS OF PROJECT PLAN IN SEPS BY PATT-PATTERSON
UBFILE   PLAN

ARIABLE    TEST23     GAIN IN ITBS COMPOSITE

EAN              0.591              STD ERROR       0.031                 MEDIAN          0.617
ODE              0.500              STD DEV         0.509                 VARIANCE        0.259
ANGE             4.100              MINIMUM        -2.000                 MAXIMUM         2.100

ALID   OBSERVATIONS -        264
ISSING OBSERVATIONS -        354   OR  57.3 PERCENT OF TOTAL
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

ARIABLE    TEST24     GAIN IN S. E. I.

EAN            -51.656              STD ERROR       0.825                 MEDIAN        -51.042
ODE            -40.000              STD DEV        19.380                 VARIANCE      375.584
ANGE           107.000              MINIMUM       -96.000                 MAXIMUM        11.000

ALID   OBSERVATIONS -        549
ISSING OBSERVATIONS -         69   OR  11.2 PERCENT OF TOTAL
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

ARIABLE    TEST25     GAIN IN I. A. S. C.

EAN             51.700              STD ERROR       0.879                 MEDIAN         50.900
ODE             40.000              STD DEV        20.238                 VARIANCE      409.593
ANGE           102.000              MINIMUM        -6.000                 MAXIMUM        96.000

ALID   OBSERVATIONS -        530
ISSING OBSERVATIONS -         88   OR  14.2 PERCENT OF TOTAL
```

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973 - 74                                   08/12/74         PAGE   14
DESCRIPTIVE STATISTICS:  DATA DESCRIPTION
FILE   PLANDATA (CREATION DATE = 08/12/74)   AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT PATTERSON
SUBFILE   PLAN

VARIABLE   MASTERED   COGNITIVE MASTERED VALUE

MEAN            219.204          STD ERROR         3.706          MEDIAN          210.400

MODE            155.000          STD DEV          91.762          VARIANCE       8420.316

RANGE           560.000          MINIMUM           0.0            MAXIMUM         560.000

VALID  OBSERVATIONS -        615
MISSING OBSERVATIONS -         5  OR   0.8 PERCENT OF TOTAL
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
```

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973 - 74                 08/12/74        PAGE    15
DESCRIPTIVE STATISTICS:  DATA DESCRIPTION
FILE   PLANDATA (CREATION DATE = 08/12/74)  AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT PATTERSON
SUBFILE    CONTROL

VARIABLE    AGE

MEAN            12.852            STD ERROR        0.534                  MEDIAN          11.779

MODE            11.000            STD DEV          8.192                  VARIANCE        67.117

RANGE           65.000            MINIMUM          9.000                  MAXIMUM         74.000

VALID   OBSERVATIONS -         235
MISSING OBSERVATIONS -         571   OR  61.2 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE    IQ

MEAN            92.950            STD ERROR        0.840                  MEDIAN          92.750

MODE            84.000            STD DEV         12.742                  VARIANCE       162.371

RANGE           79.000            MINIMUM         55.000                  MAXIMUM        134.000

VALID   OBSERVATIONS -         230
MISSING OBSERVATIONS -         575   OR  62.0 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE    TEST01      ITBS VOCABULARY - PRE SCORE

MEAN             4.709            STD ERROR        0.111                  MEDIAN           4.595

MODE             5.500            STD DEV          1.696                  VARIANCE         2.878

RANGE            8.000            MINIMUM          1.400                  MAXIMUM          9.400

VALID   OBSERVATIONS -         233
MISSING OBSERVATIONS -         573   OR  61.6 PERCENT OF TOTAL
```

```
DESCRIPTIVE STATISTICS:  DATA DESCRIPTION
FILE    PLANDATA (CREATION DATE = 08/12/74)   AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT PATTERSON
SUBFILE    CONTROL

VARIABLE    TEST02      ITBS READING - PRE SCORE

MEAN              4.692              STD ERROR           0.104             MEDIAN             4.664

MODE              4.700              STD DEV             1.581             VARIANCE           2.499

RANGE             8.000              MINIMUM             1.700             MAXIMUM            9.700

VALID   OBSERVATIONS -         233
MISSING OBSERVATIONS -         373   OR  61.6 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE    TEST03      ITBS VOCAB-READ AV. - PRE SCORE

MEAN              4.764              STD ERROR           0.103             MEDIAN             4.675

MODE              4.000              STD DEV             1.577             VARIANCE           2.486

RANGE             7.500              MINIMUM             1.700             MAXIMUM            9.200

VALID   OBSERVATIONS -         233
MISSING OBSERVATIONS -         373   OR  61.6 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE    TEST04      ITBS LANGUAGE - PRE SCORE

MEAN              5.451              STD ERROR           0.113             MEDIAN             5.475

MODE              5.700              STD DEV             1.706             VARIANCE           2.910

RANGE             7.[illegible]      MINIMUM             2.100             MAXIMUM            9.900

VALID   OBSERVATIONS -         228
MISSING OBSERVATIONS -         378   OR  62.4 PERCENT OF TOTAL
```

```
ARIABLE   TEST05    ITBS ARITHMETIC - PRE SCORE

EAN          4.855             STD ERROR      0.102            MEDIAN        4.763

ODE          4.000             STD DEV        1.541            VARIANCE      2.375

ANGE         7.900             MINIMUM        1.800            MAXIMUM       9.700

ALID   OBSERVATIONS -      226
ISSING OBSERVATIONS -      376  OR  62.4 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

ARIABLE   TEST06    ITBS COMPOSITE - PRE SCORE

EAN          5.015             STD ERROR      0.101            MEDIAN        5.064

ODE          5.200             STD DEV        1.521            VARIANCE      2.312

ANGE         7.000             MINIMUM        2.200            MAXIMUM       9.200

VALID   OBSERVATIONS -     226
MISSING OBSERVATIONS -     380  OR  62.7 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE  TEST07    ITBS VOCABULARY - POST SCORE

MEAN         5.306             STD ERROR      0.123            MEDIAN        5.250

MODE         5.400             STD DEV        1.882            VARIANCE      3.541

RANGE        9.600             MINIMUM        1.500            MAXIMUM      11.100

VALID   OBSERVATIONS -     234
MISSING OBSERVATIONS -     372  OR  61.4 PERCENT OF TOTAL
```

BEST COPY AVAILABLE

```
DESCRIPTIVE STATISTICS:  DATA DESCRIPTION
FILE    PLANDATA (CREATION DATE = 08/12/74)    AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT PATTERSON
SUBFILE    CONTROL

VARIABLE    TEST08      ITBS READING - POST SCORE

MEAN              5.574               STD ERROR          0.114              MEDIAN            5.261

MODE              4.500               STD DEV            1.738              VARIANCE          3.020

RANGE             8.300               MINIMUM            1.700              MAXIMUM          10.000

VALID   OBSERVATIONS -        234
MISSING OBSERVATIONS -        372  OR  61.4 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE    TEST09   -  ITBS VOCAB-READ AV. - POST SCORE

MEAN              5.462               STD ERROR          0.113              MEDIAN            5.275

MODE              4.000               STD DEV            1.722              VARIANCE          2.965

RANGE             8.300               MINIMUM            2.100              MAXIMUM          10.400

VALID   OBSERVATIONS -        234
MISSING OBSERVATIONS -        372  OR  61.4 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE    TEST10      ITBS LANGUAGE - POST SCORE

MEAN              6.205               STD ERROR          0.127              MEDIAN            6.080

MODE              5.000               STD DEV            1.929              VARIANCE          3.722

RANGE             8.000               MINIMUM            3.000              MAXIMUM          11.000

VALID   OBSERVATIONS -        229
MISSING OBSERVATIONS -        377  OR  62.2 PERCENT OF TOTAL
```

BEST COPY AVAILABLE

```
FILE    PLANDATA (CREATION DATE = 03/12/74)---AN ANALYSIS OF PROJECT-PLAN-IN-SLPS BY PATT-PATTERSON
SUBFILE   CENTRAL

VARIABLE   TEST11      ITBS ARITHMETIC - POST SCORE

MEAN            5.646             STD ERROR        0.105             MEDIAN        5.558

MODE            5.000             STD DEV          1.582             VARIANCE      2.502

RANGE           8.100             MINIMUM          2.100             MAXIMUM      10.200

VALID   OBSERVATIONS -       229
MISSING OBSERVATIONS -       377  OR  62.2 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE   TEST12      ITBS COMPOSITE - POST SCORE

MEAN            5.755             STD ERROR        0.110             MEDIAN        5.641

MODE            4.000             STD DEV          1.655             VARIANCE      2.740

RANGE           7.000             MINIMUM          2.700             MAXIMUM       9.700

VALID   OBSERVATIONS -       228
MISSING OBSERVATIONS -       378  OR  62.4 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE   TEST14      S. E. I. - PRE SCORE

MEAN           62.765             STD ERROR        0.606             MEDIAN       62.875

MODE           60.000             STD DEV         14.690             VARIANCE    221.725

RANGE          78.000             MINIMUM         18.000             MAXIMUM      96.000

VALID   OBSERVATIONS -       603
MISSING OBSERVATIONS -         3  OR   0.5 PERCENT OF TOTAL
```

```
DESCRIPTIVE STATISTICS:  DATA DESCRIPTION
FILE    PLANDATA (CREATION DATE = 08/12/74)   AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT PATTERSON
SUBFILE    CONTROL

VARIABLE   TEST15      S. E. I. - POST SCORE

MEAN              14.545              STD ERROR         0.273             MEDIAN           14.267
MODE              14.000              STD DEV           6.661             VARIANCE         44.374
RANGE             29.000              MINIMUM           1.000             MAXIMUM          30.000

VALID   OBSERVATIONS -           595
MISSING OBSERVATIONS -            11   OR   1.8 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE   TEST16      I. A. S. C. - PRE SCORE

MEAN              63.091              STD ERROR         0.745             MEDIAN           63.478
MODE              58.000              STD DEV          15.651             VARIANCE        244.952
RANGE             76.000              MINIMUM          20.000             MAXIMUM          96.000

VALID   OBSERVATIONS -           441
MISSING OBSERVATIONS -           165   OR  27.2 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE   TEST17      I. A. S. C. - POST SCORE

MEAN              14.624              STD ERROR         0.323             MEDIAN           14.826
MODE              15.000              STD DEV           6.961             VARIANCE         48.454
RANGE             30.000              MINIMUM           0.0               MAXIMUM          30.000

VALID   OBSERVATIONS -           465
MISSING OBSERVATIONS -           141   OR  23.3 PERCENT OF TOTAL
```

BEST COPY AVAILABLE

191

```
DESCRIPTIVE STATISTICS:  DATA DESCRIPTION
FILE    PLANDATA (CREATION DATE = 03/12/74)---AN ANALYSIS OF PROJECT PLAN IN SLPS BY PAIT PATTERSON
SUBFILE   CONTROL

VARIABLE    TEST18      GAIN IN ITBS VOCABULARY

MEAN              0.811                STD ERROR          0.083               MEDIAN          0.730
MODE              0.700                STD DEV            1.266               VARIANCE        1.604
RANGE             7.900                MINIMUM           -2.600               MAXIMUM         5.300

VALID   OBSERVATIONS -        232
MISSING OBSERVATIONS -        374   OR   61.7 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE    TEST19      GAIN IN ITBS READING

MEAN              0.740                STD ERROR          0.054               MEDIAN          0.808
MODE              0.900                STD DEV            0.819               VARIANCE        0.670
RANGE             5.100                MINIMUM           -2.200               MAXIMUM         2.900

VALID   OBSERVATIONS -        232
MISSING OBSERVATIONS -        374   OR   61.7 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE    TEST20      GAIN IN ITBS VOCAB-READING AVER

MEAN              0.768                STD ERROR          0.055               MEDIAN          0.695
MODE              0.500                STD DEV            0.843               VARIANCE        0.711
RANGE             5.500                MINIMUM           -1.600               MAXIMUM         3.900

VALID   OBSERVATIONS -        232
MISSING OBSERVATIONS -        374   OR   61.7 PERCENT OF TOTAL
```

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973 - 74                          08/12/74        PAGE   22
DESCRIPTIVE STATISTICS:  DATA DESCRIPTION
FILE    PLANDATA (CREATION DATE = 08/12/74)   AN ANALYSIS OF PROJECT PLAN IN SLPS BY PAIT-PATTERSON
SUBFILE    CONTROL

VARIABLE    TEST21      GAIN IN ITBS LANGUAGE AVERAGE

MEAN             0.615              STD ERROR         0.059             MEDIAN            0.807

MODE             0.800              STD DEV           0.881             VARIANCE          0.776

RANGE            6.700              MINIMUM          -3.400             MAXIMUM           3.300

VALID    OBSERVATIONS -        222
MISSING OBSERVATIONS -        384   OR   63.4 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE    TEST22      GAIN IN ITBS ARITHMETIC AVERAGE

MEAN             0.621              STD ERROR         0.055             MEDIAN            0.650

MODE             1.500              STD DEV           0.817             VARIANCE          0.668

RANGE            5.100              MINIMUM          -2.200             MAXIMUM           2.900

VALID    OBSERVATIONS -        222
MISSING OBSERVATIONS -        384   OR   63.4 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE    TEST23      GAIN IN ITBS COMPOSITE

MEAN             0.601              STD ERROR         0.043             MEDIAN            0.792

MODE             0.500              STD DEV           0.643             VARIANCE          0.413

RANGE            5.1[illegible]     MINIMUM          -2.100             MAXIMUM           3.000

VALID    OBSERVATIONS -        219
MISSING OBSERVATIONS -        387   OR   63.9 PERCENT OF TOTAL
```

BEST COPY AVAILABLE

```
DESCRIPTIVE STATISTICS:  DATA DESCRIPTION
FILE    PLANDATA (CREATION DATE = 08/12/74)  - AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT PATTERSON
SUBFILE    CONTROL

VARIABLE    TEST24      GAIN IN S. E. I.

MEAN              -46.405                 STD ERROR         0.763                MEDIAN          -47.750

MODE              -55.000                 STD DEV          18.601                VARIANCE        345.985

RANGE             100.000                 MINIMUM         -93.000                MAXIMUM           7.000

VALID    OBSERVATIONS -          595
MISSING  OBSERVATIONS -           11   OR   1.8 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE    TEST25      GAIN IN I. A. S.-C.

MEAN               49.643                 STD ERROR         0.963                MEDIAN           49.318

MODE               40.000                 STD DEV          20.208                VARIANCE        408.353

RANGE              99.000                 MINIMUM          -3.000                MAXIMUM          96.000

VALID    OBSERVATIONS -          440
MISSING  OBSERVATIONS -          166   OR  27.4 PERCENT OF TOTAL

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
```

DEFINITION OF TERMS-SPSS MULTIPLE REGRESSION

Multiple R = Multiple Correlation Coefficient.

r Square = Proportion of variance accounted for by the regression equation.

Standard Error = Standard Deviation of the residual[1].

df = Degrees of Freedom (Total df = Numbers of matched pairs -1; Between Groups df = Number of groups -1.)

Residual = Difference between predicted and actual scores.

Total Sum of Squares = Sum of the squared deviations from the mean.

Regression Sum of Squares = Sum of the squared deviations of the regression plane.from the mean.

Residual Sum of Squares = Sum of the squared deviation of scores from the regression plane.

Mean Squares = Sum of Squares ÷ degrees of freedom.

F Value (Mean Squares) = Ratio of the two mean squares $\frac{\text{(MS Between)}}{\text{(MS Within)}}$

B = Regular regression coefficient.

Beta = Normalized regression coefficient.

Standard Error B = Standard deviation of the regression coefficient.

F Value $(B/S.E.B.)^2$ = t Value Squared with 1 df.

Beta IN = Beta coefficient.

Partial = Partial correlation between independent and dependent variables.

Tollerance = A parameter not used in this analysis[2].

Constant = (This value used only in prediction equations).

Simple R = Correlation between independent variable and dependent variable.

---

[1] If Standard Error is nearly as large as B, then the sign (±) is suspect (15% chance that the true regression coefficient is of the opposite sign).

[2] Additional information found in SPSS Manual by Nie, Bent & Hull. Published by McGraw Hill, 1970.

```
PPPPPPPPPPP   LL            NNN        NN   77777777777       111       0000000000    555555555555    0000000000
PP        PP  LL            NNNN       NN   77         77    1111      00        00   55              00        00
PP        PP  LL            NN NN      NN             77       11      00        00   55              00        00
PPPPPPPPPPPP  LL            NN  NN     NN           77         11      00        00   555555555       00        00
PPPPPPPPPPP   LL            NN   NN    NN          77          11      00        00   5555555555      00        00
PP            LL            NN    NN   NN          77          11      00        00             55    00        00
PP            LL            NN     NNNN            77          11      00        00             55    00        00
PP            LL            NN      NNN            77          11      00        00             55    00        00
PP            LLLLLLLLLLLL  NN       NN            77       1111111111  0000000000    555555555555    0000000000
PP            LLLLLLLLLLLL  NN        N            77       1111111111   00000000     55555555555      00000000

                             AAAAAAAAAA
                            AAAAAAAAAAAA
                            AA        AA
                            AA        AA
                            AAAAAAAAAAAA
                            AAAAAAAAAAAA
                            AA        AA
                            AA        AA
                            AA        AA
                            AA        AA
                            AA        AA
```

BEST COPY AVAILABLE

```
LYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973-74                               01/09/74        PAGE  18
RELATION ANALYSIS - GRAPHIC DISPLAY OF CORRELATIONS
--PLANDATA (CREATION DATE = 01/09/74) -- AN ANALYSIS OF PROJECT PLAN IN SCPS BY PATT PATTERSON

RELATION COEFFICIENTS

ALUE OF 99.00000 IS PRINTED
A COEFFICIENT CANNOT BE COMPUTED.

        LEARNRT     AGE      TEST01     TEST07     TEST08     TEST09     TEST15     TEST16     TEST18     TEST19     GROUP

RNRT    1.00000  -0.00021   0.67551    0.10559   -0.10611    0.65507    0.03793   -0.11029    0.59077    0.68175   -0.15561
       -0.00021   1.00000   0.24550    0.05213    0.03795    0.54862   -0.11507    0.16910    0.57170    0.62516   -0.03582
101     0.67551   0.24550   1.00000    0.14676   -0.07041    0.74830    0.09965   -0.16143    0.65959    0.65292    0.01600
107     0.10559   0.05213   0.14676    1.00000   -0.31999    0.15747    0.41370   -0.10257    0.13655    0.11996   -0.01698
108    -0.10611   0.03795  -0.07041   -0.31999    1.00000   -0.11584   -0.23618    0.39654   -0.04946   -0.05938   -0.07291
109     0.65507   0.54862   0.74830    0.15747   -0.11584    1.00000    0.01007   -0.12055    0.70160    0.68032   -0.08996
115     0.03793  -0.11507   0.09965    0.41370   -0.23618    0.01007    1.00000   -0.31449   -0.02955   -0.11162    0.10645
116    -0.11029   0.16910  -0.16143   -0.10257    0.39654   -0.12055   -0.31449    1.00000   -0.03420    0.04949   -0.03605
118     0.59077   0.57170   0.65959    0.13655   -0.04946    0.70160   -0.02955   -0.03420    1.00000    0.84103    0.02217
119     0.68175   0.62516   0.65292    0.11996   -0.05938    0.68032   -0.11162    0.04949    0.84103    1.00000   -0.12825
UP     -0.15561  -0.03582   0.01600   -0.01698   -0.07291   -0.08996    0.10645   -0.03605    0.02217   -0.12825    1.00000
```

BEST COPY AVAILABLE

```
  PLANDATA (CREATION DATE = 08/09/74)   AN ANALYSIS OF PROJECT PLAN IN SEPS BY PATT PATTERSON

* * * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                                     REGRESSION LIST  1
ADENT VARIABLE..    TEST09     TOTAL RAW SCORE - POST SCORE

ABLE(S) ENTERED ON STEP NUMBER  1..   TEST01    TOTAL RAW SCORE - PRE TEST


IPLE R              0.74830                        ANALYSIS OF VARIANCE     DF      SUM OF SQUARES        MEAN SQUARE            F
ARE                 0.55995                        REGRESSION                1.     365532.07625        365532.07625       389.37630
DARD ERROR         30.63916                        RESIDUAL                306.     287260.01044           938.75620


 -------------- VARIABLES IN THE EQUATION ------------------             -------------- VARIABLES NOT IN THE EQUATION --------------

ABLE              B          BETA       STD ERROR B        F             VARIABLE       BETA IN      PARTIAL   TOLERANCE          F

01             1.16156     0.74830        0.05887       389.378          GROUP         -0.10196     -0.15566    0.99914          7.378
STANT)        33.75651


* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

ABLE(S) ENTERED ON STEP NUMBER  2..    GROUP


IPLE R              0.75521                        ANALYSIS OF VARIANCE     DF      SUM OF SQUARES        MEAN SQUARE            F
UARE                0.57034                        REGRESSION                2.     372316.61430        186158.30715       202.43563
DARD ERROR         30.32477                        RESIDUAL                305.     280475.47239           919.59171


 ---------------- VARIABLES IN THE EQUATION ------------------------------------ VARIABLES NOT IN THE EQUATION ------------------

ABLE              B          BETA       STD ERROR B        F             VARIABLE       BETA IN      PARTIAL   TOLERANCE          F

01             1.16411     0.74993        0.05827       399.126
P             -9.39437    -0.10196        3.45871         7.378
STANT)        47.15060


MUM STEP REACHED
```

BEST COPY AVAILABLE

```
N PLAN VS CONTROL - SCHOOL YEAR 1973-74                          08/09/74       PAGE   20
 ANALYSIS - GRAPHIC DISPLAY OF CORRELATIONS
DATA (CREATION DATE = 08/09/74)  AN ANALYSIS OF PROJECT PLAN IN SCPS BY PATT PATTERSON

 * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                         REGRESSION LIST  1
ARIABLE..     TESTO9     TOTAL RAW SCORE - POST SCORE

                                              SUMMARY TABLE

                                        MULTIPLE R   R SQUARE   RSQ CHANGE   SIMPLE R            B              BETA

TOTAL RAW SCORE - PRE TEST               0.74830     0.55995     0.55995     0.74830          1.16411          0.74995
                                         0.75521     0.57034     0.01039    -0.08996         -9.39457         -0.10196
                                                                                             47.73066
```

BEST COPY AVAILABLE

```
CORRELATION ANALYSIS - GRAPHIC DISPLAY OF CORRELATIONS
-FILE   PLANDATA (CREATION DATE = 06/09/74)   AN ANALYSIS OF PROJECT PLAN IN SEPS BY PATT PATTERSON

* * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                               REGRESSION LIST  2

DEPENDENT VARIABLE..     TES109      TOTAL RAW SCORE - POST SCORE

--VARIABLE(S) ENTERED ON STEP NUMBER  1..      GROUP

--MULTIPLE R           0.06996                  ANALYSIS OF VARIANCE      DF      SUM OF SQUARES        MEAN SQUARE              F
R SQUARE               0.00489                  REGRESSION                1.         5273.33738         5273.33738          2.49208
STANDARD ERROR        46.00045                  RESIDUAL                306.       647508.74930         2116.04166

----------------- VARIABLES IN THE EQUATION ------------------            ------------- VARIABLES NOT IN THE EQUATION -------------

VARIABLE               B           BETA      STD ERROR B         F           VARIABLE       BETA IN      PARTIAL   TOLERANCE         F

--GROUP           8.26920       0.06996       5.24594        2.492
(CONSTANT)      127.67722

MAXIMUM STEP REACHED
```

BEST COPY AVAILABLE

200

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973-74                    08/09/74       PAGE   22
CORRELATION ANALYSIS - GRAPHIC DISPLAY OF CORRELATIONS
FILE - - PLANDATA (CREATION DATE = 08/09/74)   AN ANALYSIS OF PROJECT PLAN IN SCPS BY PATT PATTERSON

* * * * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                                       REGRESSION LIST  2

DEPENDENT VARIABLE..    TEST09      TOTAL RAW SCORE - POST SCORE

                                                  SUMMARY TABLE

VARIABLE                                     MULTIPLE R   R SQUARE   RSQ CHANGE   SIMPLE R             B               BETA

GROUP                                         0.06996     0.00609    0.00609    -0.06996          -8.28926           -0.06996
(CONSTANT)                                                                                        127.87722
```

201

```
VARIABLE(S) ENTERED ON STEP NUMBER  1..   TEST07      S. E. I. - PRE SCORE

MULTIPLE R          0.41570                 ANALYSIS OF VARIANCE     DF      SUM OF SQUARES       MEAN SQUARE            F
R SQUARE            0.17115                 REGRESSION                1.         8763.91045        8763.91045      63.18554
STANDARD ERROR     11.77715                 RESIDUAL                306.        42442.57016         138.70121

 ------------------ VARIABLES IN THE EQUATION ------------------       -------------- VARIABLES NOT IN THE EQUATION --------------

VARIABLE              B          BETA     STD ERROR B        F           VARIABLE        BETA IN      PARTIAL   TOLERANCE          F

TEST07            0.44011     0.41570      0.05537      63.186           GROUP           0.11034      0.12770     0.99964       5.061
(CONSTANT)       35.30532

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

VARIABLE(S) ENTERED ON STEP NUMBER  2..   GROUP

MULTIPLE R          0.42974                 ANALYSIS OF VARIANCE     DF      SUM OF SQUARES       MEAN SQUARE            F
R SQUARE            0.18468                 REGRESSION                2.         9450.72960        4725.36493      34.54275
STANDARD ERROR     11.69976                 RESIDUAL                305.        41744.75075         136.88445

 ------------------ VARIABLES IN THE EQUATION ------------------       -------------- VARIABLES NOT IN THE EQUATION --------------

VARIABLE              B          BETA     STD ERROR B        F           VARIABLE        BETA IN      PARTIAL   TOLERANCE          F

TEST07            0.44246     0.41591      0.05501      64.686
GROUP             3.00227     0.11034      1.33449       5.061
(CONSTANT)       30.70422

MAXIMUM STEP REACHED
```

BEST COPY AVAILABLE

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973-74                                     06/09/74        PAGE   24
CORRELATION ANALYSIS - GRAPHIC DISPLAY OF CORRELATIONS
FILE    PLANDATA (CREATION DATE = 06/09/74)    AN ANALYSIS OF PROJECT PLAN IN SEPS BY PAT PATTERSON

* * * * * * * * * * * * * * * * * * * * * * *   M U L T I P L E   R E G R E S S I O N   * * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                              REGRESSION LIST  3
DEPENDENT VARIABLE..    TEST15     S. E. I. - POST SCORE

                                                  SUMMARY TABLE

VARIABLE                                     MULTIPLE R  R SQUARE  RSQ CHANGE   SIMPLE R               B               BETA

TEST07     S. E. I. - PRE SCORE               0.41570    0.17115    0.17115     0.41570            0.44246          0.41591
GROUP                                         0.42974    0.18468    0.01353     0.10845            3.00227          0.11654
(CONSTANT)                                                                                        30.76422
```

BEST COPY AVAILABLE

```
ORRELATION ANALYSIS
ILE    PLANDATA (CREATION DATE = 08/09/74)    AN ANALYSIS OF PROJECT PLAN IN SEPS BY PATI PATTERSON

* * * * * * * * * * * * * * * * * * * * * * * M U L T I P L E   R E G R E S S I O N * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                                REGRESSION LIST  4

EPENDENT VARIABL..   TEST15     S. E. I. - POST SCORE

ARIABLE(S) ENTERED ON STEP NUMBER  1..    GROUP

ULTIPLE R          0.10845                ANALYSIS OF VARIANCE     DF      SUM OF SQUARES      MEAN SQUARE          F
 SQUARE            0.01176                REGRESSION                1.          602.22431        602.22431       3.64160
TANDARD ERROR     12.85970                RESIDUAL                302.        50004.25630        165.37339

--------------- VARIABLES IN THE EQUATION ------------------      ------------- VARIABLES NOT IN THE EQUATION --------------

ARIABLE              B          BETA      STD ERROR B       F        VARIABLE        BETA IN       PARTIAL    TOLERANCE        F

ROUP             2.79000      0.10845      1.46094      3.642
CONSTANT)       56.75056

AXIMUM STEP REACHED
```

BEST COPY AVAILABLE

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973-74                                   08/09/74          PAGE    26
CORRELATION ANALYSIS - GRAPHIC DISPLAY OF CORRELATIONS
FILE  PLANDATA (CREATION DATE = 08/09/74)  AN ANALYSIS OF PROJECT PLAN IN SEPS BY PATT PATTERSON

* * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                                REGRESSION LIST  4

DEPENDENT VARIABLE..    TESTIS     S. E. I. - POST SCORE

                                                  SUMMARY TABLE

VARIABLE                                  MULTIPLE R   R SQUARE   RSQ CHANGE   SIMPLE R                 B                  BETA

GROUP                                       0.10845     0.01176    0.01176     0.10845              2.79160             0.10845
(CONSTANT)                                                                                         58.75656
```

BEST COPY AVAILABLE

```
CORRELATION ANALYSIS - GRAPHIC DISPLAY OF CORRELATIONS
FILE   PLANDATA (CREATION DATE = 06/09/74)  AN ANALYSIS OF PROJECT PLAN IN SEPS BY PATT PATTERSON

* * * * * * * * * * * * * * * * * * * * * * *   M U L T I P L E   R E G R E S S I O N   * * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                                     REGRESSION LIST  5

DEPENDENT VARIABLE..    TEST16     T. A. S. C. - POST SCORE

VARIABLE(S) ENTERED ON STEP NUMBER  1..    TEST06     T. A. S. C. - PRE SCORE

MULTIPLE R          0.39654                          ANALYSIS OF VARIANCE     DF       SUM OF SQUARES      MEAN SQUARE            F
R SQUARE            0.15724                          REGRESSION               1.         1708.24058         1708.24058        57.09301
STANDARD ERROR      5.46995                          RESIDUAL               306.         9155.61447           29.92031

------------------ VARIABLES IN THE EQUATION ------------------          -------------- VARIABLES NOT IN THE EQUATION --------------

VARIABLE             B           BETA       STD ERROR B        F           VARIABLE        BETA IN      PARTIAL   TOLERANCE          F

TEST06            0.36733      0.39654       0.04861       57.093          GROUP         -0.05545     -0.06459    0.99468         1.278
(CONSTANT)        9.12117

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

VARIABLE(S) ENTERED ON STEP NUMBER  2..    GROUP

MULTIPLE R          0.40094                          ANALYSIS OF VARIANCE     DF       SUM OF SQUARES      MEAN SQUARE            F
R SQUARE            0.16076                          REGRESSION               2.         1746.43719          873.21859         29.2113
STANDARD ERROR      5.46746                          RESIDUAL               305.         9117.41787           29.89317

------------------ VARIABLES IN THE EQUATION ------------------          -------------- VARIABLES NOT IN THE EQUATION --------------

VARIABLE             B           BETA       STD ERROR B        F           VARIABLE        BETA IN      PARTIAL   TOLERANCE          F

TEST06            0.36480      0.39220       0.04892       55.605
GROUP            -0.70669     -0.05545       0.62516        1.278
(CONSTANT)       10.24112

MAXIMUM STEP REACHED
```

BEST COPY AVAILABLE

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973-74                                       06/09/74        PAGE   28
CORRELATION ANALYSIS - GRAPHIC DISPLAY OF CORRELATIONS
FILE    PLANDATA (CREATION DATE = 06/09/74)   AN ANALYSIS OF PROJECT PLAN IN SCPS BY PATT PATTERSON

* * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                                 REGRESSION LIST  5

DEPENDENT VARIABLE..     TEST1C      T. A. S. C. - POST SCORE

                                               SUMMARY TABLE

VARIABLE                                   MULTIPLE R   R SQUARE  RSQ CHANGE   SIMPLE R              B                 BETA

TEST0C      T. A. S. C. - PRE SCORE          0.39054     0.15724    0.15724     0.39054           0.30480             0.39220
GROUP                                        0.40094     0.16076    0.00352    -0.01865          -0.70069            -0.05945
(CONSTANT)                                                                                       10.24112
```

BEST COPY AVAILABLE

207

```
CORRELATION ANALYSIS - GRAPHIC DISPLAY OF CORRELATIONS
FILE   PLANDATA (CREATION DATE = 06/09/74)   AN ANALYSIS OF PROJECT PLAN IN SEPS BY PATT PATTERSON

* * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                                    REGRESSION LIST  6

DEPENDENT VARIABLE..   TEST16    T. A. S. C. - POST SCORE

VARIABLE(S) ENTERED ON STEP NUMBER  1..    GROUP

MULTIPLE R          0.08805                    ANALYSIS OF VARIANCE     DF       SUM OF SQUARES       MEAN SQUARE            F
R SQUARE            0.00775                    REGRESSION               1.             84.22027          84.22027        2.39075
STANDARD ERROR      5.93528                    RESIDUAL               306.          10779.63479          35.22756

------------------ VARIABLES IN THE EQUATION ------------------              ------------- VARIABLES NOT IN THE EQUATION -------------

VARIABLE             B          BETA      STD ERROR B        F               VARIABLE       BETA IN      PARTIAL   TOLERANCE          F

GROUP           -1.04051    -0.08805        0.67297        2.391
(CONSTANT)      15.99575

MAXIMUM STEP REACHED
```

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973-74                               06/04/74          PAGE   30
CORRELATION ANALYSIS - GRAPHIC DISPLAY OF CORRELATIONS
FILE  PLANDATA (CREATION DATE = 06/04/74)  AN ANALYSIS OF PROJECT PLAN IN SCPS BY PATT PATTERSON

* * * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                                    REGRESSION LIST  1

DEPENDENT VARIABLE..    TEST16     T. A. S. C. - POST SCORE

                                                  SUMMARY TABLE

VARIABLE                                    MULTIPLE R  R SQUARE  RSQ CHANGE  SIMPLE R            B              BETA

GROUP                                        0.08805    0.00775   0.00775    -0.08805          -1.64657         -0.08805
(CONSTANT)                                                                                      15.99373
```

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973-74                          08/09/74          PAGE   31
CORRELATION ANALYSIS - GRAPHIC DISPLAY OF CORRELATIONS
FILE    PLANDATA (CREATION DATE = 08/09/74)   AN ANALYSIS OF PROJECT PLAN IN SEPS BY PATT PATTERSON

* * * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                                 REGRESSION LIST  7

DEPENDENT VARIABLE..    TEST19     COMPOSITE - POST TEST

VARIABLE(S) ENTERED ON STEP NUMBER  1..     TEST16      COMPOSITE - PRE TEST

MULTIPLE R          0.84103                        ANALYSIS OF VARIANCE     DF        SUM OF SQUARES        MEAN SQUARE              F
R SQUARE            0.70733                        REGRESSION                1.          206.17078          206.17078         739.55001
STANDARD ERROR      0.52801                        RESIDUAL                306.           85.30858            0.27879

------------------ VARIABLES IN THE EQUATION ------------------               -------------- VARIABLES NOT IN THE EQUATION --------------

VARIABLE                B           BETA      STD ERROR B          F               VARIABLE         BETA IN       PARTIAL     TOLERANCE            F

TEST16             1.33144      0.84103         0.04896       739.550              GROUP           -0.14095      -0.27150      0.99951         24.282
(CONSTANT)         0.08250

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

VARIABLE(S) ENTERED ON STEP NUMBER  2..     GROUP

MULTIPLE R          0.85376                        ANALYSIS OF VARIANCE     DF        SUM OF SQUARES        MEAN SQUARE              F
R SQUARE            0.72891                        REGRESSION                2.          212.46174          106.23087         410.04039
STANDARD ERROR      0.50899                        RESIDUAL                305.           79.01762            0.25907

------------------ VARIABLES IN THE EQUATION ------------------               -------------- VARIABLES NOT IN THE EQUATION --------------

VARIABLE                B           BETA      STD ERROR B          F               VARIABLE         BETA IN       PARTIAL     TOLERANCE            F

TEST16             1.33659      0.84426         0.04721       801.561
GROUP             -0.28611     -0.14095         0.05806        24.282
(CONSTANT)         0.50515

MAXIMUM STEP REACHED
```

BEST COPY AVAILABLE

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973-74                                    08/09/74        PAGE   32
CORRELATION ANALYSIS - GRAPHIC DISPLAY OF CORRELATIONS
FILE   PLANDATA (CREATION DATE = 08/09/74)   AN ANALYSIS OF PROJECT PLAN IN SCPS BY PATT PATTERSON

* * * * * * * * * * * * * * * * * * * * * *   M U L T I P L E   R E G R E S S I O N   * * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                                      REGRESSION LIST  7

DEPENDENT VARIABLE..    TEST19    COMPOSITE - POST TEST

                                                    SUMMARY TABLE

VARIABLE                                        MULTIPLE R   R SQUARE   RSQ CHANGE   SIMPLE R           B            BETA

TEST18     COMPOSITE - PRE TEST                   0.84103     0.70733    0.70733      0.84103          1.33059        0.84428
GROUP                                             0.85376     0.72891    0.02158     -0.12823         -0.26611       -0.14695
(CONSTANT)                                                                                              0.50515
```

BEST COPY AVAILABLE

```
CORRELATION ANALYSIS
FILE   PLANDATA (CREATION DATE = 08/09/74)   AN ANALYSIS OF PROJECT PLAN IN SEPS BY PATT PATTERSON

* * * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                                      REGRESSION LIST  8

DEPENDENT VARIABLE..    TEST19     COMPOSITE - POST TEST

VARIABLE(S) ENTERED ON STEP NUMBER  1..     GROUP

MULTIPLE R            0.12823                  ANALYSIS OF VARIANCE     DF      SUM OF SQUARES      MEAN SQUARE           F
R SQUARE              0.01644                  REGRESSION               1.             4.79275          4.79275       5.11563
STANDARD ERROR        0.96795                  RESIDUAL               300.           280.63061          0.93688

------------------ VARIABLES IN THE EQUATION ------------------          ------------- VARIABLES NOT IN THE EQUATION -------------

VARIABLE            B           BETA      STD ERROR B        F              VARIABLE       BETA IN     PARTIAL   TOLERANCE        F

GROUP            -0.24960    -0.12823       0.11036        5.116
(CONSTANT)        2.01025

MAXIMUM STEP REACHED
```

BEST COPY AVAILABLE

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973-74                                      08/09/74        PAGE   34
CORRELATION ANALYSIS - GRAPHIC DISPLAY OF CORRELATIONS
FILE   PLANDATA (CREATION DATE = 08/09/74)   AN ANALYSIS OF PROJECT PLAN IN SEPS BY PATT PATTERSON

* * * * * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * * *    VARIABLE LIST  1
                                                                                                                   REGRESSION LIST  6
DEPENDENT VARIABLE..     TEST19      COMPOSITE - POST TEST

                                                    SUMMARY TABLE

VARIABLE                                     MULTIPLE R   R SQUARE  RSQ CHANGE   SIMPLE R              B                 BETA

GROUP                                          0.12823    0.01644    0.01644    -0.12823          -0.24960            -0.12823
(CONSTANT)                                                                                          2.81625
```

BEST COPY AVAILABLE

```
PPPPPPPPPPPP  LL            NNN       NN  777777777777      111         0000000000   222222222222   0000000000
PP        PP  LL            NNNN      NN  77        77     1111        00        00  22        22  00        00
PP        PP  LL            NN NN     NN           77        11        00        00            22  00        00
PP        PP  LL            NN  NN    NN          77         11        00        00            22  00        00
PPPPPPPPPPPP  LL            NN   NN   NN         77          11        00        00            22  00        00
PPPPPPPPPPP   LL            NN    NN  NN        77           11        00        00           22   00        00
PP            LL            NN     NN NN        77           11        00        00         22     00        00
PP            LL            NN      NNNN        77           11        00        00       22       00        00
PP            LL            NN       NNN        77           11        00        00     22         00        00
PP            LLLLLLLLLLLL  NN        NN        77         1111111111   0000000000   222222222222   0000000000
PP            LLLLLLLLLLLL  NN         N        77         1111111111    00000000    222222222222    00000000

                                           AAAAAAAAAA
                                          AAAAAAAAAAAA
                                          AA        AA
                                          AA        AA
                                          AA        AA
                                          AAAAAAAAAAAA
                                          AAAAAAAAAAAA
                                          AA        AA
                                          AA        AA
                                          AA        AA
                                          AA        AA
                                          AA        AA
```

BEST COPY AVAILABLE

214

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973 - 74
CORRELATION ANALYSIS:   PEARSON PRODUCT-MOMENT
FILE   PLANDATA (CREATION DATE = 08/09/74)  AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT PATTERSON

 CORRELATION COEFFICIENTS

 A VALUE OF 99.00000 IS PRINTED
 IF A COEFFICIENT CANNOT BE COMPUTED.

             LEARNRT     AGE        IQ        TEST01     TEST02     TEST03     TEST04     TEST05     TEST06     TEST07     TEST08     TEST09

 LEARNRT     1.00000  -0.01517   0.70541   0.52079    0.52486    0.54043    0.55156    0.50417    0.56088    0.60215    0.60991    0.63487
 AGE        -0.01517   1.00000  -0.02397   0.13724    0.15265    0.15191    0.12119    0.20899    0.19023    0.13294    0.14759    0.14826
 IQ          0.70541  -0.02397   1.00000   0.52529    0.52045    0.54234    0.55291    0.46057    0.54004    0.49286    0.55259    0.55807
 TEST01      0.52079   0.13724   0.52529   1.00000    0.85048    0.90401    0.85134    0.78448    0.91478    0.77719    0.83753    0.84926
 TEST02      0.52486   0.15265   0.52045   0.85048    1.00000    0.95882    0.81254    0.78788    0.90710    0.75046    0.80999    0.85155
 TEST03      0.54043   0.15191   0.54234   0.90401    0.95882    1.00000    0.85437    0.81707    0.94693    0.79484    0.88629    0.88379
 TEST04      0.55156   0.12119   0.55291   0.85134    0.81254    0.85437    1.00000    0.80958    0.94900    0.72690    0.80110    0.86387
 TEST05      0.50417   0.20899   0.46057   0.78448    0.78788    0.81707    0.80958    1.00000    0.92455    0.70583    0.78418    0.78242
 TEST06      0.56088   0.19023   0.54004   0.91478    0.90710    0.94693    0.94900    0.92455    1.00000    0.79032    0.87448    0.87525
 TEST07      0.60215   0.13294   0.49286   0.77719    0.75046    0.79484    0.72690    0.70583    0.79032    1.00000    0.80582    0.95200
 TEST08      0.60991   0.14759   0.55259   0.83753    0.80999    0.88629    0.80110    0.78418    0.87448    0.80582    1.00000    0.94117
 TEST09      0.63487   0.14826   0.55807   0.84926    0.85155    0.88379    0.86387    0.78242    0.87525    0.95200    0.94117    1.00000
 TEST10      0.67024   0.13285   0.52332   0.79504    0.77500    0.81446    0.83511    0.77351    0.87469    0.77527    0.82466    0.84112
 TEST11      0.62125   0.14935   0.40149   0.74183    0.75653    0.77783    0.76970    0.65841    0.84525    0.72197    0.80262    0.80129
 TEST12      0.66730   0.15036   0.54357   0.85219    0.64653    0.88211    0.88158    0.85597    0.92620    0.87239    0.91469    0.93990
 TEST13     -0.09438  -0.10530  -0.09315  -0.09951   -0.05618   -0.08207   -0.11060   -0.07254   -0.09290   -0.09835   -0.10208   -0.10676
 TEST14      0.14787   0.03733   0.21081   0.21677    0.18746    0.21025    0.21267    0.24153    0.23271    0.20971    0.20150    0.21731
 TEST15     -0.15060   0.00455  -0.23941  -0.22183   -0.22030   -0.22951   -0.19093   -0.18584   -0.22151   -0.20460   -0.18553   -0.20661
 TEST16      0.14345   0.07328   0.14047   0.14078    0.17623    0.16748    0.15199    0.21375    0.18866    0.15405    0.16090    0.17903
 TEST17     -0.25554   0.00124  -0.25354  -0.26804   -0.25649   -0.27299   -0.24724   -0.24085   -0.27371   -0.30229   -0.26456   -0.29097
 GROUP       0.12083   0.09628   0.02507   0.09853    0.07186    0.09067    0.09163    0.08579    0.09560    0.19164    0.13172    0.10950


             TEST10     TEST11     TEST12     TEST13     TEST14     TEST15     TEST16     TEST17     GROUP

 LEARNRT     0.67024    0.62125    0.66730   -0.09438    0.14787   -0.15060    0.14345   -0.25554    0.12083
 AGE         0.13285    0.14935    0.15036   -0.10530    0.03733    0.00455    0.07328    0.00124    0.09628
 IQ          0.52332    0.40149    0.54357   -0.09315    0.21081   -0.23941    0.14047   -0.25354    0.02507
 TEST01      0.79504    0.74183    0.85219   -0.09951    0.21677   -0.22183    0.14078   -0.26804    0.09853
 TEST02      0.77500    0.75653    0.64653   -0.05618    0.18746   -0.22030    0.17623   -0.25649    0.07186
 TEST03      0.81446    0.77783    0.88211   -0.08207    0.21025   -0.22951    0.16748   -0.27299    0.09067
 TEST04      0.83511    0.76970    0.88158   -0.11060    0.21267   -0.19093    0.15199   -0.24724    0.09163
 TEST05      0.77351    0.65841    0.85597   -0.07254    0.24153   -0.18584    0.21375   -0.24085    0.08579
 TEST06      0.87469    0.84525    0.92620   -0.09290    0.23271   -0.22151    0.18866   -0.27371    0.09560
 TEST07      0.77527    0.72197    0.87239   -0.09835    0.20971   -0.20460    0.15405   -0.30229    0.19164
 TEST08      0.82466    0.80262    0.91469   -0.10208    0.20150   -0.18553    0.16090   -0.26456    0.13172
 TEST09      0.84112    0.80129    0.93990   -0.10676    0.21731   -0.20661    0.17903   -0.29097    0.10950
 TEST10      1.00000    0.80926    0.94957   -0.10211    0.22725   -0.17326    0.17171   -0.26171    0.14154
```

```
FILE   PLANDATA (CREATION DATE = 08/09/74)   AN ANALYSIS OF PROJECT PLAN IN

              TEST10     TEST11     TEST12     TEST13     TEST14     TEST15     TEST16     TEST17     GROUP

TEST11       0.80926    1.00000    0.92061   -0.15450    0.19908   -0.16236    0.17857   -0.23214    0.11135
TEST12       0.94957    0.92061    1.00000   -0.15988    0.22970   -0.19058    0.18495   -0.27956    0.14702
TEST13      -0.16211   -0.15450   -0.15988    1.00000    0.04260    0.02367    0.05566    0.14617   99.00000
TEST14       0.22725    0.19908    0.22970    0.04260    1.00000   -0.44795    0.04806   -0.39652   -0.07912
TEST15      -0.17326   -0.16236   -0.19058    0.02367   -0.44795    1.00000   -0.42131    0.68100    0.02986
TEST16      -0.17171    0.17857    0.18495    0.05566    0.04806   -0.42131    1.00000   -0.52444   -0.06107
TEST17      -0.26171   -0.23214   -0.27956    0.14617   -0.39652    0.68100   -0.52444    1.00000   -0.00586
GROUP        0.14154    0.11135    0.14702   99.00000   -0.07912    0.02986   -0.06107   -0.00586    1.00000
```

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973 - 74                                              08/09/74        PAGE   18
CORRELATION ANALYSIS:   PEARSON PRODUCT-MOMENT
FILE   PLANDATA (CREATION DATE = 08/09/74)  AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT PATTERSON

* * * * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * * *     VARIABLE LIST
                                                                                                                         REGRESSION LIST

DEPENDENT VARIABLE..    TEST07     ITBS VOCABULARY - POST SCORE

VARIABLE(S) ENTERED ON STEP NUMBER  1..    TEST01     ITBS VOCABULARY   PRE SCORE

MULTIPLE R           0.77719                     ANALYSIS OF VARIANCE      DF       SUM OF SQUARES       MEAN SQUARE              F
R SQUARE             0.60402                     REGRESSION                 1.          417.06787          417.06787          335.580
STANDARD ERROR       1.11482                     RESIDUAL                 220.          273.42152            1.24263

 ------------------ VARIABLES IN THE EQUATION ------------------            ------------- VARIABLES NOT IN THE EQUATION -------------

VARIABLE               B          BETA      STD ERROR B         F            VARIABLE        BETA IN      PARTIAL    TOLERANCE         F

TEST01             0.83594      0.77719       0.04563       335.561          GROUP           0.11619      0.18375     0.99029        7.6
(CONSTANT)         1.54956

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

VARIABLE(S) ENTERED ON STEP NUMBER  2..    GROUP

MULTIPLE R            0.78574                    ANALYSIS OF VARIANCE      DF       SUM OF SQUARES       MEAN SQUARE              F
R SQUARE              0.61739                    REGRESSION                 2.          426.29983          213.14992          176.690
STANDARD ERROR        1.09834                    RESIDUAL                 219.          264.18956            1.20635

 ------------------ VARIABLES IN THE EQUATION ------------------            ------------- VARIABLES NOT IN THE EQUATION -------------

VARIABLE               B          BETA      STD ERROR B         F            VARIABLE        BETA IN      PARTIAL    TOLERANCE         F

TEST01             0.82362      0.76574       0.04518       332.360
GROUP              0.41062      0.11619       0.14843         7.653
(CONSTANT)         0.79144

MAXIMUM STEP REACHED
```

BEST COPY AVAILABLE

```
                                                                                                    VARIABLE LIST  1
* * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * * * *   REGRESSION LIST  1

DEPENDENT VARIABLE..     TEST07      ITBS VOCABULARY - POST SCORE

                                              SUMMARY TABLE

                                                          MULTIPLE R   R SQUARE  RSQ CHANGE   SIMPLE R          B              BETA
VARIABLE

TEST01       ITBS VOCABULARY - PRE SCORE                  0.77719     0.60402    0.60402     0.77719        0.82362         0.76574
GROUP                                                     0.78574     0.61739    0.01337     0.1916         0.41062         0.11619
(CONSTANT)                                                                                                  0.79144
```

BEST COPY AVAILABLE

218

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973 - 74                          08/09/74       PAGE   20
CORRELATION ANALYSIS:  PEARSON PRODUCT-MOMENT
FILE   PLANDATA (CREATION DATE = 08/09/74)   AN ANALYSIS OF PROJECT PLAN IN SLPS BY PAIT-PATTERSON

* * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                          REGRESSION LIST  2

DEPENDENT VARIABLE..    TEST07     ITBS VOCABULARY - POST SCORE

VARIABLE(S) ENTERED ON STEP NUMBER  1..     GROUP

MULTIPLE R          0.19164                    ANALYSIS OF VARIANCE      DF      SUM OF SQUARES       MEAN SQUARE          F
R SQUARE            0.03673                    REGRESSION                 1.          25.35866          25.35866         8.38768
STANDARD ERROR      1.73877                    RESIDUAL                 220.         665.13074           3.02332

----------------- VARIABLES IN THE EQUATION -----------------        -------------- VARIABLES NOT IN THE EQUATION -----------

VARIABLE              B          BETA      STD ERROR B       F            VARIABLE        BETA IN       PARTIAL    TOLERANCE        F

GROUP               0.67724     0.19164     0.23384        8.388
(CONSTANT)          4.12540

MAXIMUM STEP REACHED
```

219

```
* * * * * * * * * * * * * * * * * * * * * * * * * * * M U L T I P L E   R E G R E S S I O N * * * * * * * * * * * * * * * *   VARIABLE LIST   1
                                                                                                                               REGRESSION LIST  2
DEPENDENT VARIABLE..    TEST07     ITBS VOCABULARY - POST SCORE

                                              SUMMARY-TABLE

VARIABLE                                  MULTIPLE R  R SQUARE  RSQ CHANGE   SIMPLE R              B                BETA

GROUP                                      0.19164    0.03673    0.03673    0.19164           0.67724            0.19164
(CONSTANT)                                                                                    4.12540
```

BEST COPY AVAILABLE

```
LYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973 - 74                        08/09/74        PAGE   22
RELATION ANALYSIS:  PEARSON PRODUCT-MOMENT
E---PLANDATA (CREATION DATE = 08/09/74) -- AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT PATTERSON

* * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * *    VARIABLE LIST  1
                                                                                                              REGRESSION LIST  3

PENDENT VARIABLE..    TESTO8     ITBS READING - POST SCORE

RIABLE(S) ENTERED ON STEP NUMBER  1..   TESTO2     ITBS READING - PRE-SCORE

LTIPLE R            0.86999               ANALYSIS OF VARIANCE     DF       SUM OF SQUARES       MEAN SQUARE            F
SQUARE              0.75687               REGRESSION                1.           483.72812         483.72812        684.88380
ANDARD ERROR        0.84041               RESIDUAL                220.           155.38410           0.70629

--------------- VARIABLES IN THE EQUATION ------------------          ------------- VARIABLES NOT IN THE EQUATION ------------

RIABLE               B          BETA      STD ERROR B        F           VARIABLE      BETA IN     PARTIAL   TOLERANCE         F

SI02              0.95535     0.86999        0.03651      684.884        GROUP         0.06956     0.14071     0.99484        4.42
ONSTANT)          0.60095

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

RIABLE(S) ENTERED ON STEP NUMBER  2..     GROUP

LTIPLE R            0.87275               ANALYSIS OF VARIANCE     DF       SUM OF SQUARES       MEAN SQUARE            F
SQUARE              0.76169               REGRESSION                2.           486.00441         243.40220        349.9821
ANDARD ERROR        0.83395               RESIDUAL                219.           152.30801           0.69547

--------------- VARIABLES IN THE EQUATION ------------------          ------------- VARIABLES NOT IN THE EQUATION ------------

RIABLE               B          BETA      STD ERROR B        F           VARIABLE      BETA IN     PARTIAL   TOLERANCE         F

ESI02             0.94986     0.86499        0.03632      684.020
ROUP              0.23649     0.05956        0.11245        4.423
ONSTANT)          0.47224

AXIMUM STEP REACHED
```

```
CORRELATION ANALYSIS:
--FILE   PLANDATA (CREATION DATE = 08/09/74)  AN ANALYSIS OF PROJECT PLAN IN SEPS BY PATT PATTERSON

* * * * * * * * * * * * * * * * * * * * * * * * M U L T I P L E   R E G R E S S I O N * * * * * * * * * * * * * *   VARIABLE LIST
                                                                                                                      REGRESSION LIST

DEPENDENT VARIABLE..    TEST08     ITBS READING - POST SCORE

                                                  SUMMARY TABLE

VARIABLE                                          MULTIPLE R  R SQUARE  RSQ CHANGE  SIMPLE R              B              BETA

TEST02     ITBS READING - PRE SCORE                 0.86999    0.75687    0.75687    0.86999          0.94986          0.8649
GROUP                                               0.87275    0.76169    0.00481    0.13172          0.23649          0.0695
(CONSTANT)                                                                                            0.47224
```

BEST COPY AVAILABLE

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973 - 74                            08/09/74        PAGE   24
CORRELATION ANALYSIS:  PEARSON PRODUCT-MOMENT
--- FILE -- PLANDATA (CREATION DATE = 08/09/74) --- AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT PATTERSON ------------------

* * * * * * * * * * * * * * * * * * * * * * * *   M U L T I P L E   R E G R E S S I O N   * * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                                      REGRESSION LIST  4
DEPENDENT VARIABLE..     TEST08     ITBS READING - POST SCORE

--- VARIABLE(S) ENTERED ON STEP NUMBER  1..   GROUP

--- MULTIPLE R           0.13172          ANALYSIS OF VARIANCE     DF      SUM OF SQUARES      MEAN SQUARE          F
    R SQUARE             0.01735          REGRESSION               1.          11.08849          11.08849        3.8843
    STANDARD ERROR       1.68957          RESIDUAL               220.         628.02392           2.85465

--------------- VARIABLES IN THE EQUATION ---------------          ------------ VARIABLES NOT IN THE EQUATION ------------

    VARIABLE              B           BETA      STD ERROR B        F             VARIABLE       BETA IN     PARTIAL   TOLERANCE        F

--- GROUP            0.44785     0.13172      0.22722       3.884
    (CONSTANT)       4.4[illegible]062

    MAXIMUM STEP REACHED
```

```
* * * * * * * * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * *        REGRESSION-LIST  4

DEPENDENT VARIABLE..    TEST06     ITBS READING - POST SCORE

                                                    SUMMARY-TABLE

VARIABLE                                     MULTIPLE R   R SQUARE   RSQ CHANGE   SIMPLE R            B              BETA

GROUP                                          0.13172     0.01735     0.01735     0.13172        0.44783          0.13172
(CONSTANT)                                                                                         4.46002
```

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973 - 74                                     08/09/74          PAGE   26
CORRELATION ANALYSIS:   PEARSON PRODUCT-MOMENT
FILE    PLANDATA (CREATION DATE = 08/09/74)  AN ANALYSIS OF PROJECT PLAN IN SEPS BY PATT PATTERSON

* * * * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                                         REGRESSION LIST  5

DEPENDENT VARIABLE..     TESTO4      ITBS VOCAB-READ AV. - POST SCORE

VARIABLE(S) ENTERED ON STEP NUMBER  1..    TESTO3      ITBS VOCAB-READ AV. - PRE SCORE

MULTIPLE R            0.88379                       ANALYSIS OF VARIANCE      DF      SUM OF SQUARES      MEAN SQUARE              F
R SQUARE              0.78109                       REGRESSION                1.         468.52137          468.52137        784.99172
STANDARD ERROR        0.77256                       RESIDUAL                220.         131.30674            0.59685

------------------ VARIABLES IN THE EQUATION ------------------                  ------------ VARIABLES NOT IN THE EQUATION ------------

VARIABLE              B            BETA      STD ERROR B         F               VARIABLE     BETA IN      PARTIAL    TOLERANCE          F

TESTO3             0.94837       0.88379       0.03385        784.992            GROUP        0.09010      0.19178      0.99178         8.362
(CONSTANT)         0.83458

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

VARIABLE(S) ENTERED ON STEP NUMBER  2..     GROUP

MULTIPLE R            0.88834                       ANALYSIS OF VARIANCE      DF      SUM OF SQUARES      MEAN SQUARE              F
R SQUARE              0.78914                       REGRESSION                2.         473.35084          236.67542         409.8121
STANDARD ERROR        0.75995                       RESIDUAL                219.         126.47726            0.57752

------------------ VARIABLES IN THE EQUATION ------------------                  ------------ VARIABLES NOT IN THE EQUATION ------------

VARIABLE              B            BETA      STD ERROR B         F               VARIABLE     BETA IN      PARTIAL    TOLERANCE          F

TESTO3             0.93960       0.87562       0.03343        789.786
GROUP              0.29677       0.09010       0.10263          8.362
(CONSTANT)         0.43083

MAXIMUM STEP REACHED
```

```
* * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                                 REGRESSION LIST  5

DEPENDENT VARIABLE..    TEST09    ITBS VOCAB-READ AV. - POST SCORE

                                                       SUMMARY TABLE

VARIABLE                                     MULTIPLE R  R SQUARE  RSQ CHANGE   SIMPLE R            B               BETA

TEST03    ITBS VOCAB-READ AV. - PRE SCORE     0.88379    0.78109    0.78109     0.88379          0.93960          0.87562
GROUP                                         0.88834    0.78914    0.00805     0.16950          0.29677          0.09010
(CONSTANT)                                                                                       0.43083
```

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973 - 74                          08/09/74         PAGE   28
CORRELATION ANALYSIS:  PEARSON PRODUCT-MOMENT
FILE    PLANDATA (CREATION DATE = 08/09/74)   AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT PATTERSON

* * * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                                 REGRESSION LIST  6

DEPENDENT VARIABLE..    TEST09     ITBS VOCAB-READ AV. - POST SCORE

VARIABLE(S) ENTERED ON STEP NUMBER  1..      GROUP

MULTIPLE R           0.16950                            ANALYSIS OF VARIANCE      DF       SUM OF SQUARES       MEAN SQUARE            F
R SQUARE             0.02873                            REGRESSION                1.            17.23221          17.23221         6.50723
STANDARD ERROR       1.62732                            RESIDUAL                220.           582.59590           2.64816

------------------ VARIABLES IN THE EQUATION ------------------          -------------- VARIABLES NOT IN THE EQUATION --------------

VARIABLE                B          BETA      STD ERROR B         F              VARIABLE       BETA IN      PARTIAL    TOLERANCE          F

GROUP               0.55827      0.16950       0.21885        6.507
(CONSTANT)          4.32213

MAXIMUM STEP REACHED
```

BEST COPY AVAILABLE

```
* * * * * * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                                         REGRESSION LIST  6

DEPENDENT VARIABLE..     TEST09     ITBS VOCAB-READ AV. - POST SCORE

                                              SUMMARY-TABLE

VARIABLE                                     MULTIPLE R  R SQUARE  RSQ CHANGE   SIMPLE R              B                  BETA

GROUP                                          0.16950    0.02873    0.02873     0.16950          0.55827              0.16950
(CONSTANT)                                                                                        4.32213
```

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973 - 74                                              08/09/74        PAGE   30
CORRELATION ANALYSIS:   PEARSON PRODUCT-MOMENT
FILE   PLANDATA (CREATION DATE = 08/09/74)   AN ANALYSIS OF PROJECT PLAN IN SCPS BY PATT PATTERSON

* * * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * * *    VARIABLE LIST  1
                                                                                                                    REGRESSION LIST  7

DEPENDENT VARIABLE..    TEST10      ITBS LANGUAGE - POST SCORE

VARIABLE(S) ENTERED ON STEP NUMBER  1..    TEST04      ITBS LANGUAGE - PRE SCORE

MULTIPLE R            0.88511                     ANALYSIS OF VARIANCE     DF      SUM OF SQUARES      MEAN SQUARE           F
R SQUARE              0.78341                     REGRESSION                1.          591.94267        591.94267      795.75374
STANDARD ERROR        0.86248                     RESIDUAL                220.          163.65288          0.74368

------------------ VARIABLES IN THE EQUATION ------------------          ------------ VARIABLES NOT IN THE EQUATION ------------

VARIABLE              B         BETA      STD ERROR B       F          VARIABLE       BETA IN      PARTIAL    TOLERANCE         F

TEST04             0.98242    0.88511       0.03483     795.754        GROUP          0.06095      0.13041     0.99160        3.789
(CONSTANT)         0.72297

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

VARIABLE(S) ENTERED ON STEP NUMBER  2..    GROUP

MULTIPLE R            0.88718                     ANALYSIS OF VARIANCE     DF      SUM OF SQUARES      MEAN SQUARE           F
R SQUARE              0.78710                     REGRESSION                2.          594.72602        297.36301      404.81564
STANDARD ERROR        0.85707                     RESIDUAL                219.          160.86952          0.73456

------------------ VARIABLES IN THE EQUATION ------------------          ------------ VARIABLES NOT IN THE EQUATION ------------

VARIABLE              B         BETA      STD ERROR B       F          VARIABLE       BETA IN      PARTIAL    TOLERANCE         F

TEST04             0.97622    0.87952       0.03475     789.025
GROUP              0.22532    0.06095       0.11575       3.789
(CONSTANT)         0.41666

MAXIMUM STEP REACHED
```

BEST COPY AVAILABLE

229

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973 - 74
CORRELATION ANALYSIS:  PEARSON PRODUCT-MOMENT
FILE   PLANDATA (CREATION DATE = 08/09/74)   AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT PATTERSON

* * * * * * * * * * * * * * * * * * * * * * * * M U L T I P L E   R E G R E S S I O N * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                                   REGRESSION LIST  7
DEPENDENT VARIABLE..    TEST10    ITBS LANGUAGE - POST SCORE

                                          SUMMARY TABLE

VARIABLE                                  MULTIPLE R  R SQUARE  RSQ CHANGE  SIMPLE R            B            BETA

TEST04     ITBS LANGUAGE - PRE SCORE       0.88511    0.78341    0.78341    0.88511         0.97622        0.87952
GROUP                                      0.88718    0.78710    0.00368    0.14154         0.22532        0.06095
(CONSTANT)                                                                                  0.41886
```

BEST COPY AVAILABLE

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973 - 74                          08/09/74        PAGE   32
CORRELATION ANALYSIS:  PEARSON PRODUCT-MOMENT
FILE   PLANDATA (CREATION DATE = 08/09/74)  AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT PATTERSON

* * * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                                    REGRESSION LIST
DEPENDENT VARIABLE..   TEST10    ITBS LANGUAGE - POST SCORE

VARIABLE(S) ENTERED ON STEP NUMBER  1..   GROUP

MULTIPLE R           0.14154                        ANALYSIS OF VARIANCE     DF      SUM OF SQUARES      MEAN SQUARE           F
R SQUARE             0.02003                        REGRESSION                1.         15.13653         15.13653        4.49726
STANDARD ERROR       1.83459                        RESIDUAL                220.        740.45901          3.36572

 ------------------ VARIABLES IN THE EQUATION ------------------          ---------------- VARIABLES NOT IN THE EQUATION ----------------

VARIABLE              B          BETA      STD ERROR B        F              VARIABLE       BETA IN      PARTIAL    TOLERANCE          F

GROUP             0.52325      0.14154      0.24673        4.497
(CONSTANT)        5.13271

MAXIMUM STEP REACHED.
```

```
FILE   PLANDATA (CREATION DATE = 03/09/74)   AN ANALYSIS OF PROJECT PLAN IN SEPS BY PATT PATTERSON

* * * * * * * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                                              REGRESSION LIST  8
DEPENDENT VARIABLE..    TEST10     ITBS LANGUAGE - POST SCORE

                                                         SUMMARY TABLE

VARIABLE                                       MULTIPLE R  R SQUARE  RSQ CHANGE   SIMPLE R             B                 BETA

GROUP                                           0.14154    0.02003    0.02003    0.14154           0.52323            0.14154
(CONSTANT)                                                                                         5.13271
```

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973 - 74                                08/09/74        PAGE   34
CORRELATION ANALYSIS:   PEARSON PRODUCT-MOMENT
FILE   PLANDATA (CREATION DATE = 08/09/74)   AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT PATTERSON

* * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                               REGRESSION LIST  9

DEPENDENT VARIABLE..    TEST11      ITBS ARITHMETIC - POST SCORE

VARIABLE(S) ENTERED ON STEP NUMBER  1..    TESTOS      ITBS ARITHMETIC - PRE SCORE

MULTIPLE R            0.85841                          ANALYSIS OF VARIANCE     DF        SUM OF SQUARES        MEAN SQUARE              F
R SQUARE              0.73688                          REGRESSION                1.            363.76819          363.76819         616.10596
STANDARD ERROR        0.76840                          RESIDUAL                220.            129.89487            0.59043

               ------------ VARIABLES IN THE EQUATION ------------                 ------------ VARIABLES NOT IN THE EQUATION ------------

VARIABLE              B          BETA      STD ERROR B         F                  VARIABLE        BETA IN      PARTIAL   TOLERANCE          F

TESTOS             0.87430     0.85841       0.03522       616.106                GROUP           0.03798      0.07377     0.99264        1.198
(CONSTANT)         1.33904

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

VARIABLE(S) ENTERED ON STEP NUMBER  2..    GROUP

MULTIPLE R            0.85925                          ANALYSIS OF VARIANCE     DF        SUM OF SQUARES        MEAN SQUARE              F
R SQUARE              0.73831                          REGRESSION                2.            364.47513          182.23756         308.93000
STANDARD ERROR        0.76805                          RESIDUAL                219.            129.18793            0.58990

               ------------ VARIABLES IN THE EQUATION ------------                 ------------ VARIABLES NOT IN THE EQUATION ------------

VARIABLE              B          BETA      STD ERROR B         F                  VARIABLE        BETA IN      PARTIAL   TOLERANCE          F

TESTOS             0.87098     0.85516       0.03534       607.464
GROUP              0.11349     0.03798       0.10367         1.198
(CONSTANT)         1.16501

MAXIMUM STEP REACHED
```

BEST COPY AVAILABLE

```
CORRELATION ANALYSIS:  PEARSON PRODUCT MOMENT
-FILE   PLANDATA (CREATION DATE = 08/09/74)   AN ANALYSIS OF PROJECT PLAN IN SEPS BY PATT PATTERSON
* * * * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                                     REGRESSION LIST  9

DEPENDENT VARIABLE..    TEST11     ITBS ARITHMETIC - POST SCORE

                                                        SUMMARY TABLE

                                                  MULTIPLE R  R SQUARE  RSQ CHANGE  SIMPLE R           B              BETA
VARIABLE

TEST05     ITBS ARITHMETIC - PRE SCORE             0.85841   0.73688   0.73688   0.85841          0.87098         0.85516
GROUP                                              0.85925   0.73831   0.00143   0.11135          0.11349         0.03798
(CONSTANT)                                                                                         1.18561
```

BEST COPY AVAILABLE

234

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973 - 74                                     08/09/74        PAGE   36
CORRELATION ANALYSIS:  PEARSON PRODUCT-MOMENT
--FILE---PLANDATA (CREATION DATE = 08/09/74)---AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT PATTERSON

* * * * * * * * * * * * * * * * * * * * * * * * * * M U L T I P L E   R E G R E S S I O N * * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                                      REGRESSION LIST 10

DEPENDENT VARIABLE..    TEST11     ITBS ARITHMETIC - POST SCORE

--VARIABLE(S) ENTERED ON STEP NUMBER  1..    GROUP

--MULTIPLE R             0.11135               ANALYSIS OF VARIANCE    DF      SUM OF SQUARES       MEAN SQUARE           F
  R SQUARE               0.01240               REGRESSION               1.          6.12061           6.12061           2.76188
  STANDARD ERROR         1.48866               RESIDUAL               220.        487.54245           2.21610

  ---------------- VARIABLES IN THE EQUATION ------------------         ------------ VARIABLES NOT IN THE EQUATION ------------

  VARIABLE              B          BETA     STD ERROR B       F           VARIABLE       BETA IN     PARTIAL   TOLERANCE        F

--GROUP            0.33272     0.11135       0.20020        2.762
  (CONSTANT)       4.90599

  MAXIMUM STEP REACHED
```

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973 - 74
CORRELATION ANALYSIS:  PEARSON PRODUCT-MOMENT
FILE    PLANDATA (CREATION DATE = 08/09/74)   AN ANALYSIS OF PROJECT PLAN IN SCPS BY PATT PATTERSON

* * * * * * * * * * * * * * * * * * * * * * * * M U L T I P L E   R E G R E S S I O N * * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                                    REGRESSION LIST 10

DEPENDENT VARIABLE..     TEST11     ITBS ARITHMETIC - POST SCORE

                                                  SUMMARY TABLE

VARIABLE                                        MULTIPLE R  R SQUARE  RSQ CHANGE   SIMPLE R            B            BETA

GROUP                                             0.11135    0.01240    0.01240    0.11135         0.33272        0.11135
(CONSTANT)                                                                                         4.96599
```

```
YSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973 - 74                      08/09/74        PAGE   38
ELATION ANALYSIS:  PEARSON PRODUCT-MOMENT
---PLANDATA-(CREATION DATE = 08/09/74)---AN-ANALYSIS-OF-PROJECT-PLAN-IN-SLPS-BY-PATT-PATTERSON----------------------
* * * * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * * *     VARIABLE LIST  1
                                                                                                                     --REGRESSION-LIST 11-

NDENT VARIABLE..     TEST12      ITBS COMPOSITE - POST SCORE

IABLE(S) ENTERED ON STEP NUMBER  1..     TEST06      ITBS COMPOSITE - PRE-SCORE

TIPLE R            0.92620                         ANALYSIS OF VARIANCE      DF      SUM OF SQUARES      MEAN SQUARE            F
QUARE              0.85785                         REGRESSION                1.         462.59676        462.59676      1327.62875
NDARD ERROR        0.59029                         RESIDUAL                220.          76.65644          0.34844

--------------- VARIABLES IN THE EQUATION ------------------          ------------- VARIABLES NOT IN THE EQUATION -------------

IABLE             B          BETA      STD ERROR B          F            VARIABLE      BETA IN      PARTIAL   TOLERANCE          F

106 ----------0.99354----0.92620---------0.02727----1327.629-----------GROUP---------0.05901------0.15581------0.99066----------5.449
NSTANT)           0.66622

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

IABLE(S) ENTERED ON STEP NUMBER  2..     GROUP

TIPLE R            0.92806                         ANALYSIS OF VARIANCE      DF      SUM OF SQUARES      MEAN SQUARE            F
QUARE              0.86130                         REGRESSION                2.         464.45769        232.22884       679.96217
NDARD ERROR        0.58441                         RESIDUAL                219.          74.79551          0.34153

--------------- VARIABLES IN THE EQUATION ------------------          ------------- VARIABLES NOT IN THE EQUATION -------------

IABLE             B          BETA      STD ERROR B          F            VARIABLE      BETA IN      PARTIAL   TOLERANCE          F

T06               0.96754    0.92056       0.02712       1325.794
UP                0.18430    0.05901       0.07896          5.449
NSTANT)           0.42211

XIMUM STEP REACHED
```

BEST COPY AVAILABLE

```
FILE   PLANDATA (CREATION DATE =
* * * * * * * * * * * * * * * * * * * * * * * * M U L T I P L E   R E G R E S S I O N * * * * * * * * * * * * * * *     VARIABLE LIST  I
                                                                                                                      REGRESSION LIST 11

DEPENDENT VARIABLE..    TEST12     ITBS COMPOSITE - POST SCORE

                                                     SUMMARY TABLE

VARIABLE                                          MULTIPLE R  R SQUARE  RSQ CHANGE   SIMPLE R            B              BETA

TEST06     ITBS COMPOSITE - PRE SCORE              0.92620    0.85785    0.85785    0.92620        0.98754         0.92056
GROUP                                              0.92806    0.86130    0.00345    0.14702        0.18430         0.05901
(CONSTANT)                                                                                         0.42211
```

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973 - 74                        08/09/74        PAGE   40
CORRELATION ANALYSIS:   PEARSON PRODUCT-MOMENT
FILE---PLANDATA-(CREATION-DATE = 08/09/74)---AN-ANALYSIS-OF-PROJECT-PLAN-IN-SLPS-BY-PATT-PATTERSON

* * * * * * * * * * * * * * * * * * * * * * * * * M U L T I P L E   R E G R E S S I O N * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                                   REGRESSION LIST 12

DEPENDENT VARIABLE..    TEST12     ITBS COMPOSITE - POST SCORE

VARIABLE(S) ENTERED ON STEP NUMBER  1..    GROUP

MULTIPLE R           0.14702                   ANALYSIS OF VARIANCE      DF     SUM OF SQUARES      MEAN SQUARE          F
R SQUARE             0.02162                   REGRESSION                1.        11.65664          11.65664         4.86065
STANDARD ERROR       1.54660                   RESIDUAL                220.       527.59655           2.39817

----------------- VARIABLES IN THE EQUATION ------------------         ------------- VARIABLES NOT IN THE EQUATION -------------

VARIABLE              B          BETA     STD ERROR B       F         VARIABLE       BETA IN      PARTIAL    TOLERANCE         F

GROUP             0.45916      0.14702      0.20827       4.861
(CONSTANT)        4.81571

MAXIMUM STEP REACHED
```

```
DEPENDENT VARIABLE..    TEST12     ITBS COMPOSITE - POST SCORE

                                                      -SUMMARY-TABLE-
                                          MULTIPLE R   R SQUARE  RSQ CHANGE   SIMPLE R            B              BETA
VARIABLE
GROUP                                     0.14702    0.02162    0.02162    0.14702          0.45916         0.14702
(CONSTANT)                                                                                  4.81371
```

```
CORRELATION ANALYSIS:  PEARSON PRODUCT-MOMENT
FILE - PLANDATA (CREATION DATE = 08/09/74)  AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT PATTERSON

* * * * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                                   REGRESSION LIST 13

DEPENDENT VARIABLE..     TEST15      S. E. I. - POST SCORE

VARIABLE(S) ENTERED ON STEP NUMBER  1..     TEST14      S. E. I. - PRE SCORE

MULTIPLE R          0.44795                              ANALYSIS OF VARIANCE       DF      SUM OF SQUARES       MEAN SQUARE            F
R SQUARE            0.20066                              REGRESSION                 1.          1975.37582         1975.37582         55.22047
STANDARD ERROR      5.98069                              RESIDUAL                 220.          7869.10083           35.76864

---------------- VARIABLES IN THE EQUATION ----------------              ------------- VARIABLES NOT IN THE EQUATION -------------

VARIABLE              B          BETA      STD ERROR B        F           VARIABLE        BETA IN       PARTIAL    TOLERANCE          F

TEST14           -0.19706    -0.44795       0.02652       55.220          GROUP          -0.00562      -0.00627      0.99374        0.009
(CONSTANT)       20.76217

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

VARIABLE(S) ENTERED ON STEP NUMBER  2..     GROUP

MULTIPLE R          0.44796                              ANALYSIS OF VARIANCE       DF      SUM OF SQUARES       MEAN SQUARE            F
R SQUARE            0.20069                              REGRESSION                 2.          1975.68504          987.84252         27.49310
STANDARD ERROR      5.99421                              RESIDUAL                 219.          7868.79161           35.93056

---------------- VARIABLES IN THE EQUATION ----------------              ------------- VARIABLES NOT IN THE EQUATION -------------

VARIABLE              B          BETA      STD ERROR B        F           VARIABLE        BETA IN       PARTIAL    TOLERANCE          F

TEST14           -0.19720    -0.44839       0.02666       54.742
GROUP            -0.07502    -0.00562       0.60807        0.009
(CONSTANT)       20.88685

MAXIMUM STEP REACHED
```

BEST COPY AVAILABLE

```
CORRELATION ANALYSIS:  PEARSON PRODUCT-MOMENT
FILE   PLANDATA (CREATION DATE = 08/09/74)  AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT PATTERSON

* * * * * * * * * * * * * * * * * * * * * * * * M U L T I P L E   R E G R E S S I O N * * * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                                       REGRESSION LIST 13
DEPENDENT VARIABLE..    TEST15     S. E. I. - POST SCORE

                                                     SUMMARY TABLE

VARIABLE                                          MULTIPLE R  R SQUARE  RSQ CHANGE   SIMPLE R              B                BETA

TEST14     S. E. I. - PRE SCORE                     0.44795   0.20066   0.20066    -0.44795           -0.19726           -0.44839
GROUP                                               0.44798   0.20069   0.00003     0.02986           -0.07502           -0.00562
(CONSTANT)                                                                                            26.88685
```

BEST COPY AVAILABLE

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973 - 74                          08/09/74        PAGE   44
CORRELATION ANALYSIS:   PEARSON PRODUCT-MOMENT
----FILE---PLANDATA-(CREATION DATE = 08/09/74)---AN ANALYSIS-OF-PROJECT PLAN IN SLPS-BY PATT PATTERSON------------------

* * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * * *   VARIABLE LIST  1
----------------------------------------------------------------------------------------------------REGRESSION LIST 14

DEPENDENT VARIABLE..     TEST15      S. E. I. - POST SCORE

----VARIABLE(S) ENTERED ON STEP NUMBER  1..    GROUP---------------------------------------------------------------------

---- MULTIPLE R  --   -----  0.02986 ----------------- ANALYSIS OF VARIANCE ---DF------SUM OF SQUARES--------MEAN SQUARE------------F
     R SQUARE                0.00089                   REGRESSION              1.              8.77488            8.77488        0.19627
     STANDARD ERROR          6.68638                   RESIDUAL              220.           9835.70177           44.70774

   --------------- VARIABLES IN THE EQUATION ----------------          ------------ VARIABLES NOT IN THE EQUATION ------------

   VARIABLE               B           BETA      STD ERROR B        F         VARIABLE       BETA IN      PARTIAL    TOLERANCE          F

---GROUP  - ----------0.39838----0.02986--------0.89923--------0.196----------------------------------------------------------
   (CONSTANT)        13.33030

   MAXIMUM STEP REACHED
```

BEST COPY AVAILABLE

```
CORRELATION ANALYSIS:   PEARSON PRODUCT-MOMENT
FILE   PLANDATA (CREATION DATE = 08/09/74)  AN-ANALYSIS-OF-PROJECT-PLAN-IN-SEPS-BY-PATT-PATTERSON

* * * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                              REGRESSION LIST 14

DEPENDENT VARIABLE..    TEST15     S. E. 1. - POST SCORE

                                                   SUMMARY-TABLE

VARIABLE                                MULTIPLE R  R SQUARE  RSQ CHANGE  SIMPLE R          B             BETA

GROUP                                     0.02986    0.00089   0.00089    0.02986        0.39838        0.02986
(CONSTANT)                                                                              13.55656
```

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973 - 74                                    08/09/74          PAGE   46
CORRELATION ANALYSIS:   PEARSON PRODUCT-MOMENT
FILE    PLANDATA (CREATION DATE = 08/09/74)   AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT PATTERSON

* * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                                   REGRESSION LIST 15
DEPENDENT VARIABLE..     TEST17      T. A. S. C. - POST SCORE

VARIABLE(S) ENTERED ON STEP NUMBER  1..     TEST16      T. A. S. C. - PRE SCORE

MULTIPLE R            0.52444                      ANALYSIS OF VARIANCE     DF       SUM OF SQUARES       MEAN SQUARE             F
R SQUARE              0.27503                      REGRESSION                1.          3004.23102        3004.23102        83.46174
STANDARD ERROR        5.99961                      RESIDUAL                220.          7918.96807          35.99531

 ------------------ VARIABLES IN THE EQUATION ------------------          ------------- VARIABLES NOT IN THE EQUATION -------------

VARIABLE              B           BETA      STD ERROR B         F              VARIABLE      BETA IN      PARTIAL    TOLERANCE          F

TEST16             -0.23424    -0.52444       0.02564        83.462            GROUP        -0.03803     -0.04458     0.99627         0.436
(CONSTANT)         29.26955

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

VARIABLE(S) ENTERED ON STEP NUMBER  2..      GROUP

MULTIPLE R            0.52581                      ANALYSIS OF VARIANCE     DF       SUM OF SQUARES       MEAN SQUARE             F
R SQUARE              0.27647                      REGRESSION                2.          3019.97130        1509.98565        41.84200
STANDARD ERROR        6.00731                      RESIDUAL                219.          7903.22779          36.08780

 ------------------ VARIABLES IN THE EQUATION ------------------          ------------- VARIABLES NOT IN THE EQUATION -------------

VARIABLE              B           BETA      STD ERROR B         F              VARIABLE      BETA IN      PARTIAL    TOLERANCE          F

TEST16             -0.23528    -0.52676       0.02572        83.674
GROUP              -0.53456    -0.03803       0.80941         0.436
(CONSTANT)         30.13613

MAXIMUM STEP REACHED
```

BEST COPY AVAILABLE

```
CORRELATION ANALYSIS:  PEARSON PRODUCT-MOMENT
FILE   PLANDATA (CREATION DATE = 08/09/74)  AN ANALYSIS-OF-PROJECT-PLAN-IN-SLPS-BY-PATT-PATTERSON

* * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                                REGRESSION LIST 15

DEPENDENT VARIABLE..    TEST17     T. A. S. C. - POST SCORE

                                                        SUMMARY-TABLE

VARIABLE                                    MULTIPLE R  R SQUARE  RSQ CHANGE  SIMPLE R            B                BETA

TEST16     T. A. S. C. - PRE SCORE           0.52444    0.27503   0.27503    -0.52444         -0.23528          -0.52676
GROUP                                        0.52581    0.27647   0.00144    -0.00586         -0.53456          -0.03803
(CONSTANT)                                                                                     30.13613
```

```
ANALYSIS FOR PLAN VS CONTROL - SCHOOL YEAR 1973 - 74                 08/09/74        PAGE   48
CORRELATION ANALYSIS:   PEARSON PRODUCT-MOMENT
FILE   PLANDATA (CREATION DATE = 08/09/74) — AN ANALYSIS OF PROJECT PLAN IN SLPS BY PATT PATTERSON

* * * * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                                   REGRESSION LIST 16

DEPENDENT VARIABLE..     TEST17      T. A. S. C. - POST SCORE

VARIABLE(S) ENTERED ON STEP NUMBER  1..      GROUP

MULTIPLE R           0.00586                       ANALYSIS OF VARIANCE     DF       SUM OF SQUARES        MEAN SQUARE              F
R SQUARE             0.00003                       REGRESSION                1.             0.37551            0.37551            0.00756
STANDARD ERROR       7.04622                       RESIDUAL                220.         10922.62359           49.64920

-------------------- VARIABLES IN THE EQUATION --------------------          ------------------ VARIABLES NOT IN THE EQUATION ------------------

VARIABLE               B           BETA      STD ERROR B         F            VARIABLE        BETA IN       PARTIAL    TOLERANCE          F

GROUP              -0.05241     -0.00586       0.94762        0.008
(CONSTANT)         14.17705

MAXIMUM STEP REACHED
```

```
CORRELATION ANALYSIS:  PEARSON PRODUCT-MOMENT
FILE   PLANDATA (CREATION DATE = 06/09/74)---AN-ANALYSIS-OF-PROJECT-PLAN-IN-SLPS-BY-PATT-PATTERSON

* * * * * * * * * * * * * * * * * * * * * * *  M U L T I P L E   R E G R E S S I O N  * * * * * * * * * * * * *   VARIABLE LIST  1
                                                                                                                    REGRESSION LIST 16

DEPENDENT VARIABLE..    TEST17     T. A. S. C. - POST SCORE

                                                   SUMMARY TABLE

VARIABLE                                      MULTIPLE R  R SQUARE  RSQ CHANGE  SIMPLE R               B            BETA

GROUP                                          0.00586    0.00003    0.00003   -0.00586          -0.08241        -0.00586
(CONSTANT)                                                                                       14.17705
```

APPENDIX G

```
FILE   AOW      (CREATION DATE = 05/24/74)   FILE

     VARIMAX ROTATED FACTOR MATRIX


                  FACTOR  1  FACTOR  2  FACTOR  3  FACTOR  4  FACTOR  5  FACTOR  6  FACTOR  7  FACTOR  8  FACTOR  9  FACTOR 10

VAR001            -0.10023    0.25960    0.08607    0.01150    0.00023    0.02171    0.04679   -0.00843    0.45018    0.15203
VAR002             0.21162   -0.00050   -0.01901    0.13974   -0.05756   -0.04295    0.15903    0.15207   -0.05814   -0.45431
VAR003             0.00425    0.03742    0.32362   -0.13378   -0.01632    0.02630    0.04113    0.10958    0.20043    0.13146
VAR004             0.10295    0.03116   -0.03308    0.07332    0.07157    0.06019    0.03459    0.03653   [illegible] -0.01362
VAR005             0.24251    0.01874   -0.01812   -0.03070   -0.03135   -0.17300    0.07610    0.24851   -0.00552   -0.10356
VAR006             0.03067    0.09008    0.00441    0.07574    0.01031    0.44237   -0.12081    0.09019    0.22010   -0.04997
VAR007             0.02706    0.27852   -0.01242    0.03035    0.00651    0.05765    0.00717    0.02000    0.30019    0.00001
VAR008             0.31780   -0.09007   -0.02550    0.19237   -0.01540   -0.05819    0.14747    0.03229   -0.12964   -0.07936
VAR009             0.27021   -0.01032   -0.01393    0.04504   -0.00812   -0.04611    0.03294    0.44327   -0.02198    0.12163
VAR010            -0.14000   -0.00327    0.01519   -0.10007   -0.22644   -0.07421    0.04946   -0.02034   -0.04512    0.04524
VAR011            -0.24303    0.00427   -0.03479    0.02031   -0.11744   -0.11592   -0.09611   -0.11790    0.13992   -0.05531
VAR012            -0.25876    0.17040    0.18036   -0.03109   -0.02271    0.14377    0.29323   -0.08597    0.26001    0.00612
VAR013            -0.07034    0.47234   -0.01126    0.09310    0.02061    0.02736    0.04551    0.15318    0.17074    0.12451
VAR014             0.20417    0.03231    0.01043    0.09507   -0.00330   -0.01111   -0.11937    0.12282   -0.02934    0.07112
VAR015             0.35392    0.00323   -0.07193   -0.03454   -0.02258   -0.04105    0.00847    0.03744   -0.03081   -0.07042
VAR016             0.15579    0.16405    0.01298    0.21131    0.22412    0.09956   -0.10855    0.10355    0.11014    0.02179
VAR017            -0.18321    0.19803    0.31206   -0.07034    0.03747   -0.00942    0.21264   -0.11270    0.17236    0.05666
VAR018             0.12905    0.21519    0.02070    0.04213    0.04330    0.42920    0.09324    0.05307   -0.03163    0.00075
VAR019             0.44440   -0.03915   -0.02200    0.11898   -0.00362   -0.11115    0.01428    0.12102    0.00741   -0.00094
VAR020            -0.41318    0.00595    0.03314   -0.09801   -0.14725    0.01076   -0.06952   -0.11285   -0.00129   -0.03291
VAR021             0.12738    0.03702    0.07104    0.04324    0.07005    0.12031    0.01035    0.44015    0.03643   -0.06900
VAR022             0.34601    0.03941    0.00143    0.09252    0.04450    0.04818    0.15119    0.00940   -0.03591    0.00103
VAR023             0.25410    0.10887   -0.01406   -0.05705    0.03523    0.02124    0.14290    0.20181   -0.07524   -0.07326
VAR024            -0.02100    0.32049    0.20075    0.10321    0.12374    0.27266    0.07108    0.01907    0.02141    0.10224
VAR025             0.10734   -0.39105   -0.09998    0.11273   -0.10068    0.01338    0.02817   -0.04242   -0.04031    0.00767
VAR026             0.21521   -0.05082   -0.13000   -0.04073    0.02323    0.10910   -0.04892    0.08031    0.04150    0.01433
VAR027             0.07032   -0.15033   -0.41434    0.04331   -0.02550   -0.22715    0.03413   -0.02910   -0.01676    0.09966
VAR028             0.20400    0.14404    0.04106    0.00370    0.06172    0.00243    0.02105    0.22104    0.01474    0.01146
VAR029            -0.10300    0.07980    0.07330   -0.04073    0.09345   -0.04003    0.43394    0.13971    0.17011    0.01199
VAR030             0.41103    0.02174    0.04149    0.01300    0.04149    0.20371   -0.00971    0.11940   -0.07851   -0.04513
VAR031            -0.07281    0.03303    0.06093    0.07040   -0.00202    0.04411    0.03843    0.00691    0.02293    0.02196
VAR032             0.44327   -0.03410    0.01039    0.00882    0.10029    0.02998   -0.11970    0.03552   -0.00619    0.10318
VAR033             0.00823    0.01306    0.18514   -0.00152    0.01555    0.26308    0.01629    0.14399   [illegible]  0.02530
VAR034            -0.17023   -0.07206   -0.06354   -0.00061   -0.03003    0.00041    0.04064   -0.00419   -0.07100   -0.01194
VAR035             0.04131   -0.02932   -0.02522    0.00190   -0.12515    0.01825    0.33000    0.04518   -0.04746   -0.01018
VAR036            -0.45317    0.12747   -0.07301    0.00254   -0.19196   -0.02032    0.11023   -0.16741    0.01376    0.03081
VAR037            -0.13038    0.40764    0.03478   -0.01351    0.10959    0.13980    0.01738   -0.04324    0.04999   -0.02999
VAR038             0.57204   -0.01211   -0.00004    0.02791    0.03507    0.04274    0.00030    0.12780   -0.06031   -0.10332
VAR039             0.11044    0.03264    0.03951    0.03103    0.10170    0.01044    0.03079    0.40044    0.03305   -0.00409
VAR040             0.14709    0.20111    0.03270    0.13191    0.31017    0.06114   -0.02444   -0.02454   -0.03914    0.01521
VAR041             0.11000    0.39390    0.20295   -0.02694    0.18697    0.10348   -0.12353    0.11872    0.01795   -0.03025
VAR042             0.03218    0.12021    0.19529   -0.01139    0.09690    0.10623    0.00160   -0.00550    0.00934   -0.01114
VAR043             0.00284    0.01327    0.00366   -0.08372    0.07153    0.03904   -0.03411   -0.03752    0.11824   -0.07910
```

```
FILE   AUW      (CREATION DATE = 09/24/74)   FILE                                    09/24/74        PAGE   44


            FACTOR  1   FACTOR  2   FACTOR  3   FACTOR  4   FACTOR  5   FACTOR  6   FACTOR  7   FACTOR  8   FACTOR  9   FACTOR 10

VAR044      -0.24096    -0.02484     0.19347    -0.10307    -0.28756     0.00210     0.06147    -0.12970     0.12227     0.24959
VAR045      -0.00044     0.07620     0.71551 ✓   0.04002    -0.05478 .  -0.00142     0.02442    -0.01328     0.01061    -0.00570


            FACTOR 11   FACTOR 12   FACTOR 13   FACTOR 14

VAR001      -0.02906     0.02252     0.02290    -0.00747
VAR002       0.02520    -0.04029    -0.02223    -0.16293
VAR003       0.13134     0.14373     0.02035     0.09241
VAR004      -0.01287    -0.09990    -0.01299     0.11309
VAR005      -0.03990    -0.03316    -0.07914     0.02033
VAR006       0.15562    -0.02225     0.14109    -0.09559
VAR007       0.00577     0.01267     0.11508    -0.00420
VAR008      -0.02399    -0.04002    -0.39548    -0.01376
VAR009       0.08291    -0.25702     0.03395     0.12071
VAR010      -0.05228     0.43805     0.00606    -0.01902
VAR011       0.13220     0.20023     0.02790     0.01209
VAR012       0.12123     0.02711     0.39943     0.15022
VAR013       0.02500     0.00549     0.00982    -0.03137
VAR014      -0.03267    -0.01382     0.01029     0.43140
VAR015       0.13295    -0.16998     0.05318    -0.03203
VAR016       0.11366    -0.16071    -0.09237    -0.15609
VAR017       0.00269     0.07327     0.20307     0.19900
VAR018       0.01515    -0.03156    -0.00524     0.00723
VAR019       0.15516    -0.05899    -0.12010    -0.00391
VAR020      -0.01955     0.07660     0.11061     0.01171
VAR021      -0.10297     0.09755    -0.02515     0.09539
VAR022      -0.03010    -0.16519     0.00951    -0.03591
VAR023       0.02012    -0.07295    -0.09726    -0.01200
VAR024       0.01936    -0.08206     0.42947    -0.03952
VAR025      -0.03703     0.13649     0.02965    -0.07207
VAR026 ✓     0.02118     0.03525    -0.01304     0.00290
VAR027       0.00317     0.14233     0.11275    -0.10108
VAR028      -0.01251     0.01171     0.12591    -0.00901
VAR029       0.06731    -0.00292     0.06618    -0.16009
VAR030       0.67369    -0.09312     0.09718     0.11593
VAR031      -0.04290     0.00250     0.05959    -0.00204
VAR032       0.03772     0.01803     0.01809     0.11009
VAR033       0.12875     0.07393    -0.01757     0.04002
VAR034      -0.03964     0.10399     0.04036     0.03703
VAR035      -0.00129     0.01970    -0.00205    -0.03032
VAR036       0.14150    -0.00900     0.64155    -0.09222
VAR037       0.10377     0.02929     0.03605     0.00521
VAR038 ✓    -0.10166    -0.06151    -0.04903     0.03003
```

LISTING OF MY CLASS INVENTORY QUESTIONS

REGROUPED AFTER FACTOR ANALYSIS RELATIONSHIP WITH PEERS

Factor 1

VAR 015 - Some pupils don't know what they have to do.

VAR 019 - Sometimes pupils don't like the class.

VAR 020 - Some pupils don't like other pupils.

VAR 022 - Some pupils always seem to finish last.

VAR 026 - Some pupils are not friendly to other pupils.

VAR 030 - Children have secrets with other children in the class.

VAR 032 - Children don't always agree.

VAR 036 - Some pupils are not good friends with other pupils.

VAR 038 - Some children don't like other children.

Factor 6

VAR 006 - All the children have close friends in the class.

VAR 018 - Many children in the class play together after school.

Factor 10

VAR 002 - Children are always fighting with each other.

Factor 11

VAR 042 - All of the children know each other well.

Factor 13

VAR 008 - Some pupils hate the others.

VAR 011 - Children often say school is hard.

VAR 012 - All of the children like each other.

VAR 024 - Children in the class are good friends.

Relationship With The Educational System

Factor 2

VAR 013 - Most pupils are pleased with the class.

VAR 025 - Most children like school this year.

VAR 031 - Most children like the class.

VAR 033 - Most pupils know what the lesson is about.

VAR 037 - The class is fun.

VAR 041 - Most pupils know how to do their school work.

VAR 043 - Most of the pupils like their class

Factor 3

VAR 003 - Everyone knows what the class is going to do.

VAR 017 - All the children understand their work.

VAR 027 - Children know what work they have to do.

VAR 045 - The class always knows what work it must do.

Factor 7

VAR 029 - Only the smart pupils can do their work.

VAR 035 - Schoolwork is hard to do.

Factor 8

VAR 005 - Many pupils do not know how to do their school work.

VAR 009 - Sometimes pupils do not know what to do.

VAR 021 - Not all pupils know what is coming next in class.

VAR 023 - Children often find their work hard.

VAR 039 - Pupils are sometimes not sure what they must do.

Factor 9

VAR 001 - The pupils enjoy their schoolwork.

VAR 007 - Most of the children in the class enjoy school.

Factor 14

VAR 014 - Sometimes pupils in the class disagree.

Inter-Student Competition

Factor 4

VAR 004 - Some pupils always want to be first.

VAR 016 - Some pupils always want to do their best in class.

Factor 5

VAR 028 - Some pupils always do better than the rest of the class.

VAR 034 - Some pupils always try to do their work better than the others.

VAR 040 - Pupils always try to get the best mark on a test.

VAR 044 - Certain pupils always want to have their own way..

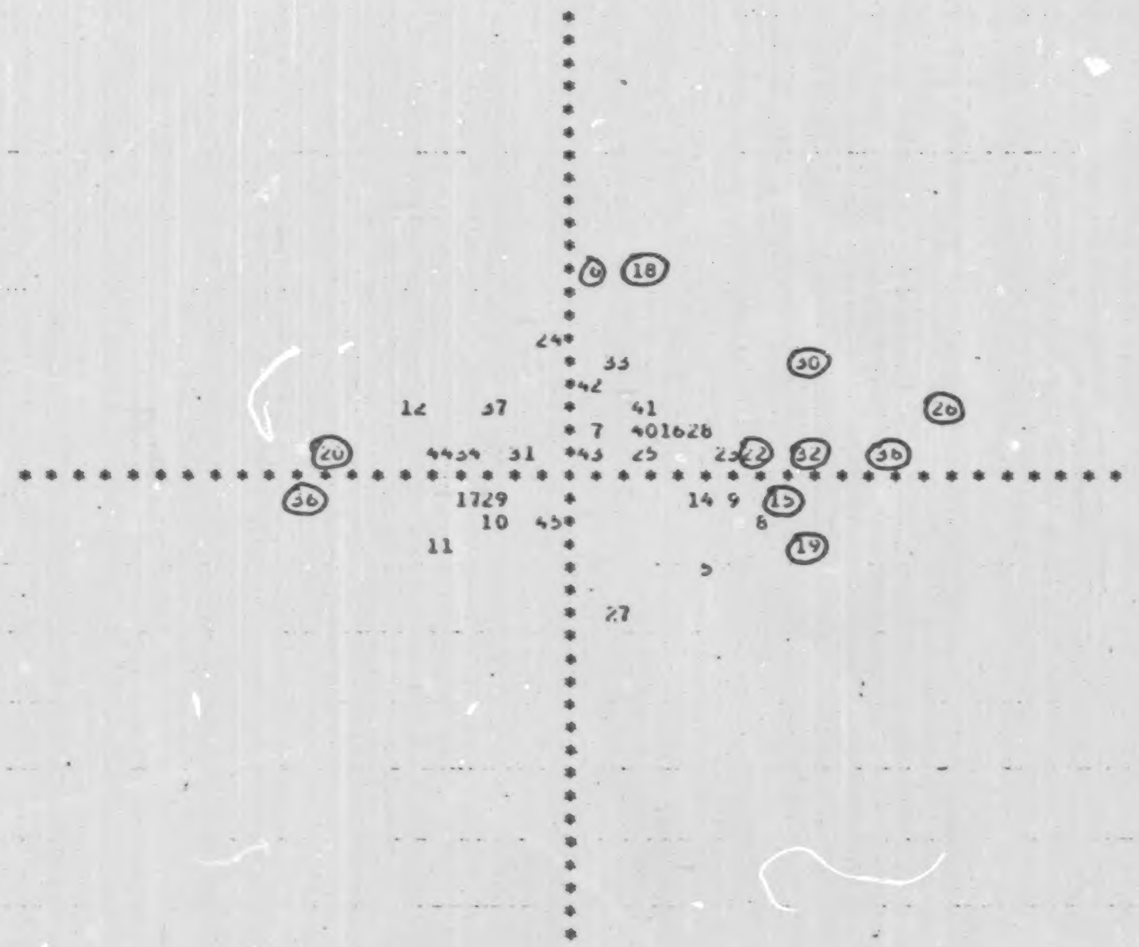
Factor 12

VAR 010 - The pupils want to know who got the best mark on a test.

RELATIONSHIP WITH PEERS

FILE ADQ (CREATION DATE = 05/24/74) FILE

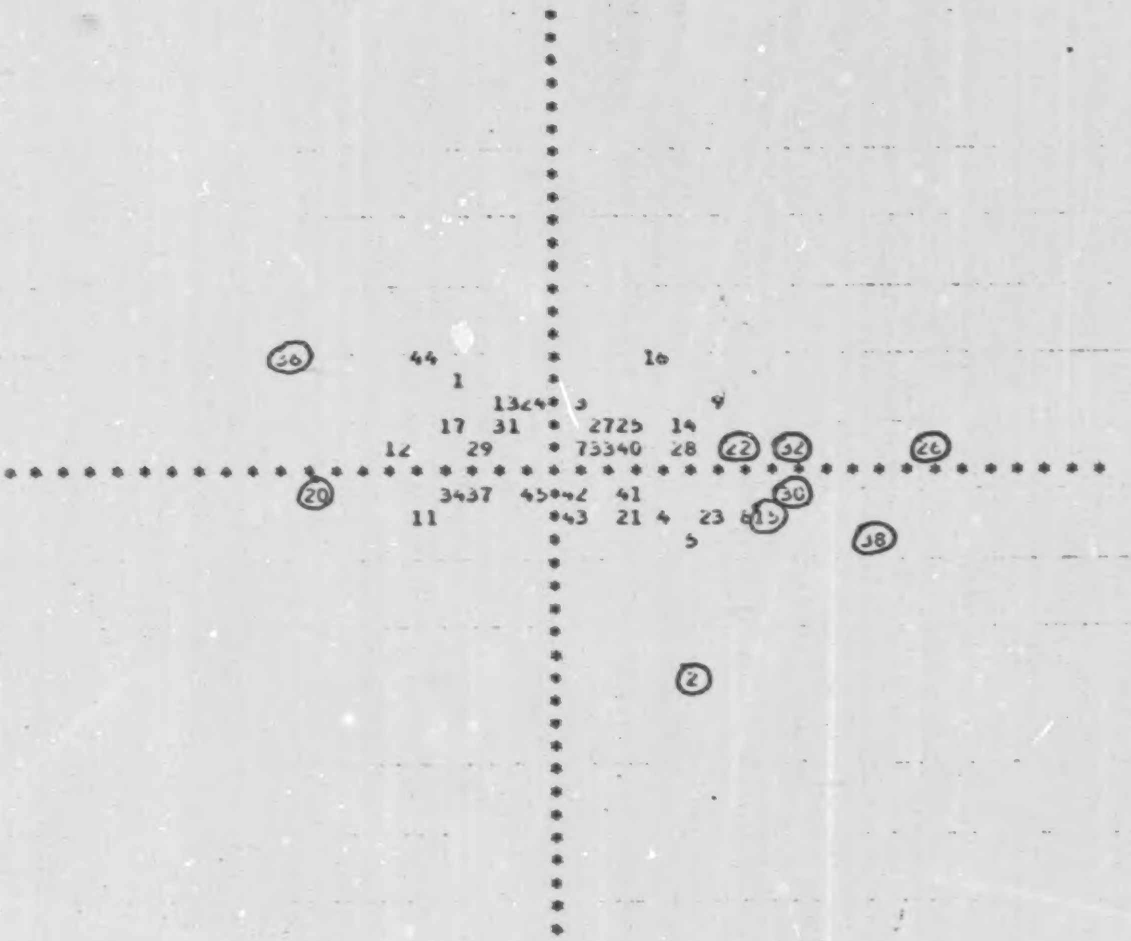
HORIZONTAL FACTOR 1 VERTICAL FACTOR 6



```
 1 = VAR001     2 = VAR002
 3 = VAR003     4 = VAR004
 5 = VAR005     6 = VAR006
 7 = VAR007     8 = VAR008
 9 = VAR009    10 = VAR010
11 = VAR011    12 = VAR012
13 = VAR013    14 = VAR014
15 = VAR015    16 = VAR016
17 = VAR017    18 = VAR018
19 = VAR019    20 = VAR020
21 = VAR021    22 = VAR022
23 = VAR023    24 = VAR024
25 = VAR025    26 = VAR026
27 = VAR027    28 = VAR028
29 = VAR029    30 = VAR030
31 = VAR031    32 = VAR032
33 = VAR033    34 = VAR034
35 = VAR035    36 = VAR036
37 = VAR037    38 = VAR038
39 = VAR039    40 = VAR040
41 = VAR041    42 = VAR042
43 = VAR043    44 = VAR044
45 = VAR045
```

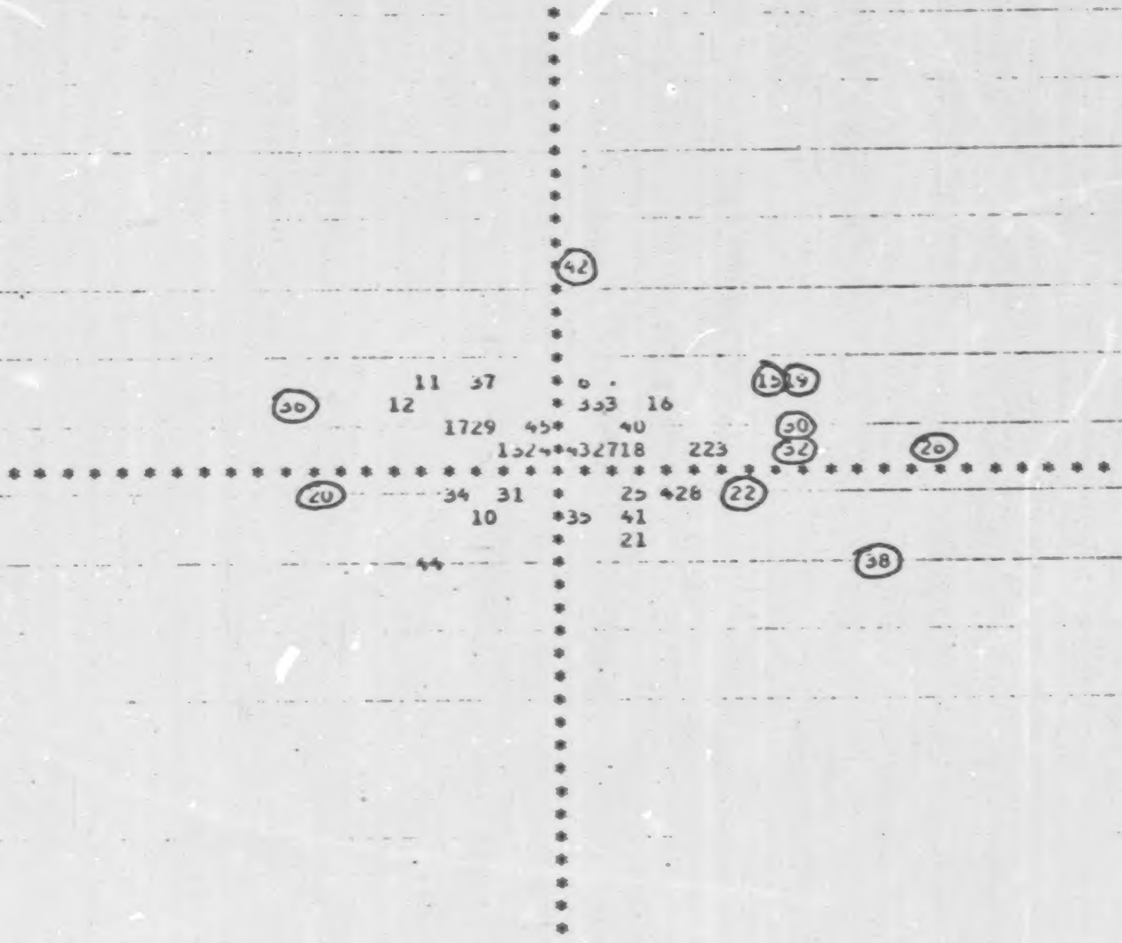
BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                            05/24/74        PAGE   58

FILE   ADQ      (CREATION DATE = 05/24/74)   FILE

                    HORIZONTAL FACTOR  1     VERTICAL FACTOR 10
```



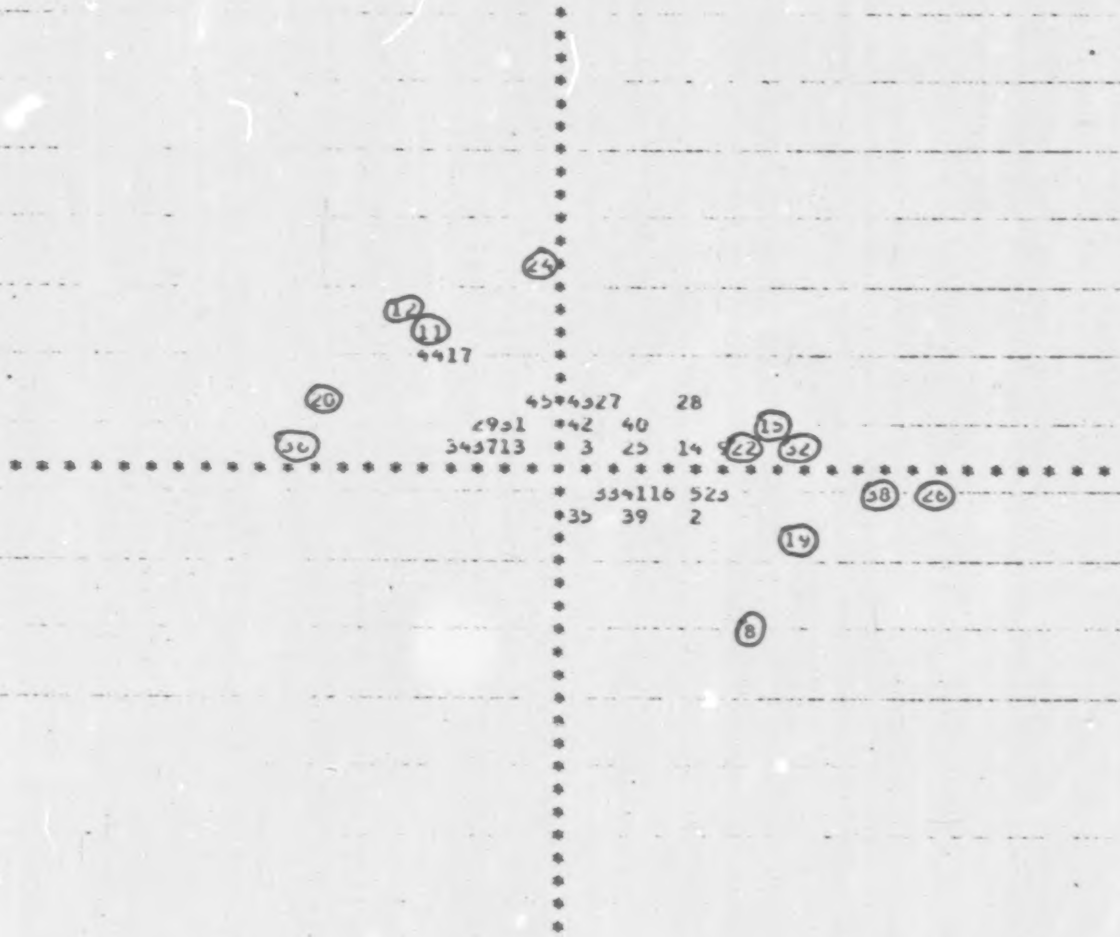
```
 1 = VAR001     2 = VAR002
 3 = VAR003     4 = VAR004
 5 = VAR005     6 = VAR006
 7 = VAR007     8 = VAR008
 9 = VAR009    10 = VAR010
11 = VAR011    12 = VAR012
13 = VAR013    14 = VAR014
15 = VAR015    16 = VAR016
17 = VAR017    18 = VAR018
19 = VAR019    20 = VAR020
21 = VAR021    22 = VAR022
23 = VAR023    24 = VAR024
25 = VAR025    26 = VAR026
27 = VAR027    28 = VAR028
29 = VAR029    30 = VAR030
31 = VAR031    32 = VAR032
33 = VAR033    34 = VAR034
35 = VAR035    36 = VAR036
37 = VAR037    38 = VAR038
39 = VAR039    40 = VAR040
41 = VAR041    42 = VAR042
43 = VAR043    44 = VAR044
45 = VAR045
```

HORIZONTAL FACTOR 1 VERTICAL FACTOR 11



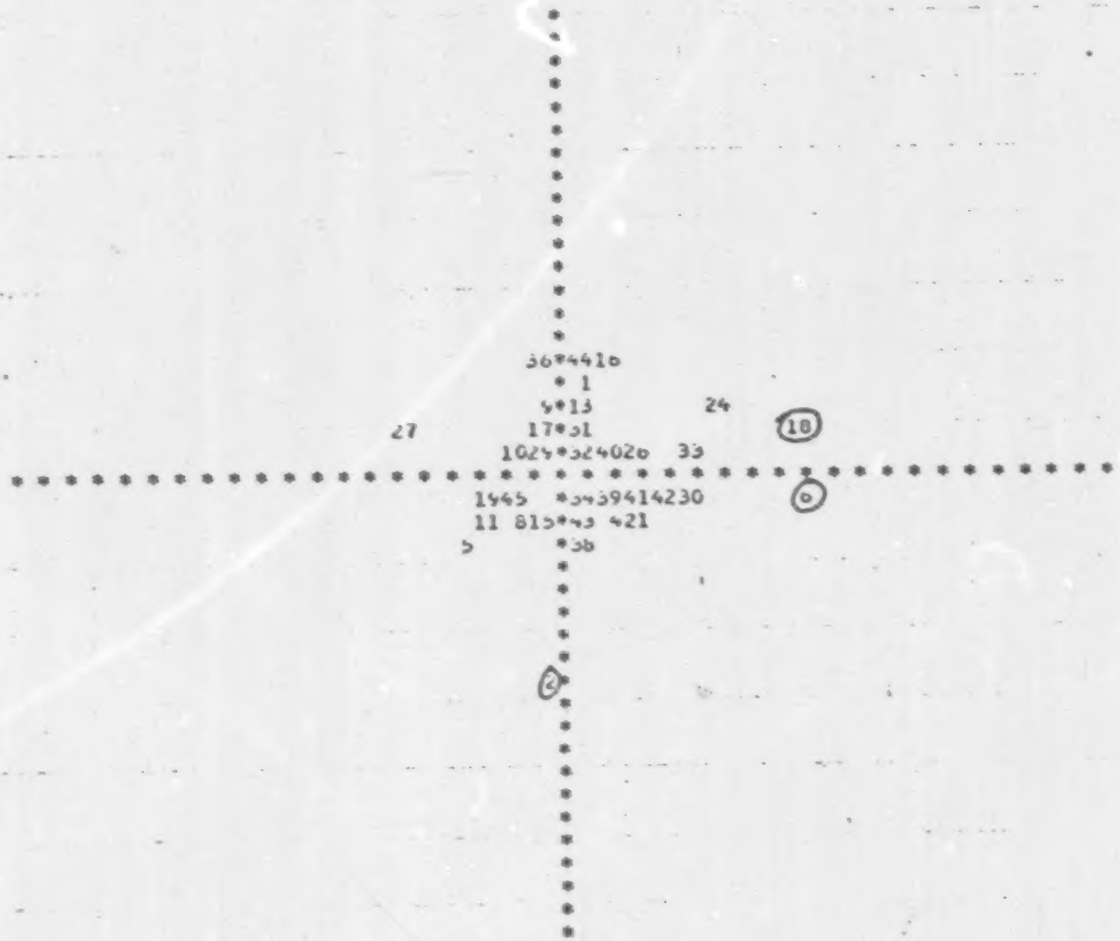
```
 1 = VAR001     2 = VAR002
 3 = VAR003     4 = VAR004
 5 = VAR005     6 = VAR006
 7 = VAR007     8 = VAR008
 9 = VAR009    10 = VAR010
11 = VAR011    12 = VAR012
13 = VAR013    14 = VAR014
15 = VAR015    16 = VAR016
17 = VAR017    18 = VAR018
19 = VAR019    20 = VAR020
21 = VAR021    22 = VAR022
23 = VAR023    24 = VAR024
25 = VAR025    26 = VAR026
27 = VAR027    28 = VAR028
29 = VAR029    30 = VAR030
31 = VAR031    32 = VAR032
33 = VAR033    34 = VAR034
35 = VAR035    36 = VAR036
37 = VAR037    38 = VAR038
39 = VAR039    40 = VAR040
41 = VAR041    42 = VAR042
43 = VAR043    44 = VAR044
45 = VAR045
```

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                          05/24/74        PAGE   61

FILE   ADQ       (CREATION DATE = 05/24/74)   FILE

                   HORIZONTAL FACTOR  1      VERTICAL FACTOR 13
```



```
 1 = VAR001     2 = VAR002
 3 = VAR003     4 = VAR004
 5 = VAR005     6 = VAR006
 7 = VAR007     8 = VAR008
 9 = VAR009    10 = VAR010
11 = VAR011    12 = VAR012
13 = VAR013    14 = VAR014
15 = VAR015    16 = VAR016
17 = VAR017    18 = VAR018
19 = VAR019    20 = VAR020
21 = VAR021    22 = VAR022
23 = VAR023    24 = VAR024
25 = VAR025    26 = VAR026
27 = VAR027    28 = VAR028
29 = VAR029    30 = VAR030
31 = VAR031    32 = VAR032
33 = VAR033    34 = VAR034
35 = VAR035    36 = VAR036
37 = VAR037    38 = VAR038
39 = VAR039    40 = VAR040
41 = VAR041    42 = VAR042
43 = VAR043    44 = VAR044
45 = VAR045
```

```
FILE  ADW      (CREATION DATE = 05/24/74)   FILE

                HORIZONTAL FACTOR  6      VERTICAL FACTOR 10
```

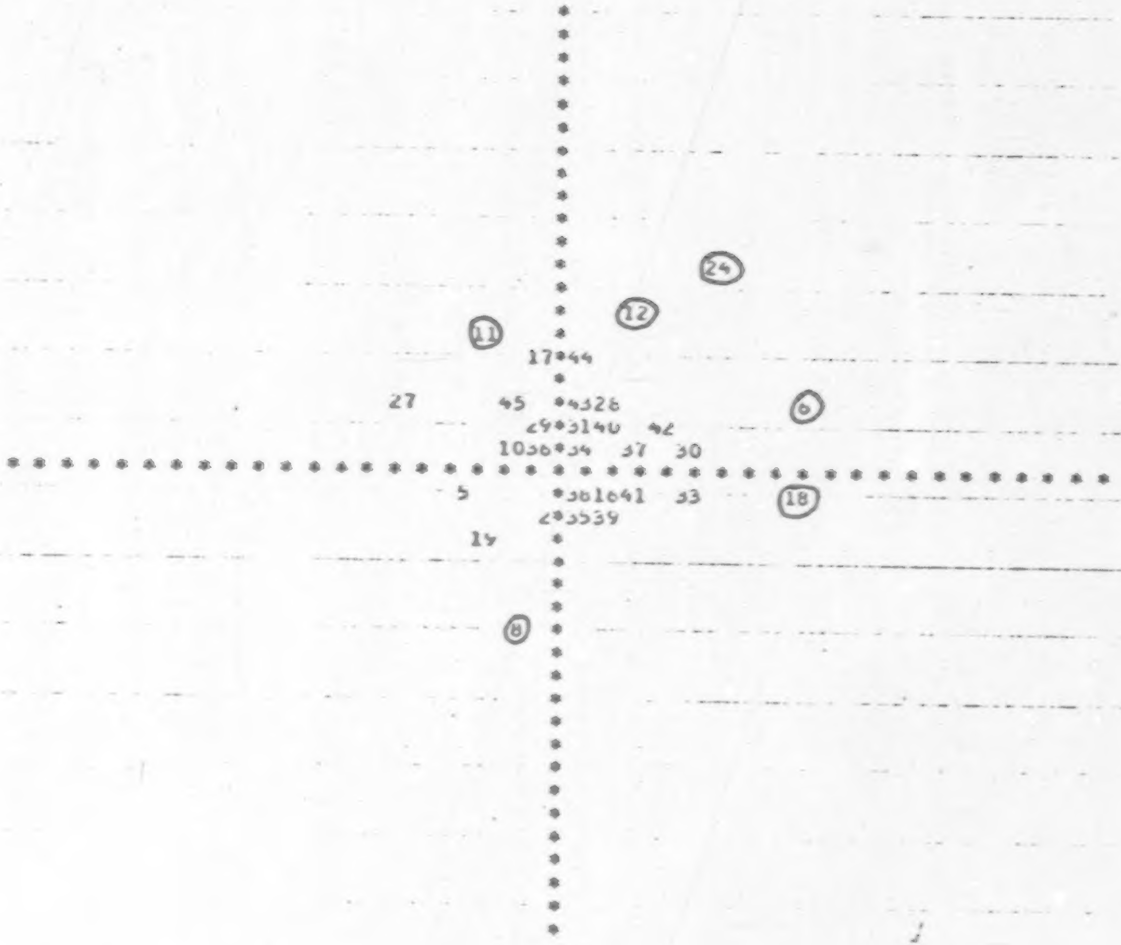


```
 1 = VAR001     2 = VAR002
 3 = VAR003     4 = VAR004
 5 = VAR005     6 = VAR006
 7 = VAR007     8 = VAR008
 9 = VAR009    10 = VAR010
11 = VAR011    12 = VAR012
13 = VAR013    14 = VAR014
15 = VAR015    16 = VAR016
17 = VAR017    18 = VAR018
19 = VAR019    20 = VAR020
21 = VAR021    22 = VAR022
23 = VAR023    24 = VAR024
25 = VAR025    26 = VAR026
27 = VAR027    28 = VAR028
29 = VAR029    30 = VAR030
31 = VAR031    32 = VAR032
33 = VAR033    34 = VAR034
35 = VAR035    36 = VAR036
37 = VAR037    38 = VAR038
39 = VAR039    40 = VAR040
41 = VAR041    42 = VAR042
43 = VAR043    44 = VAR044
45 = VAR045
```

BEST COPY AVAILABLE

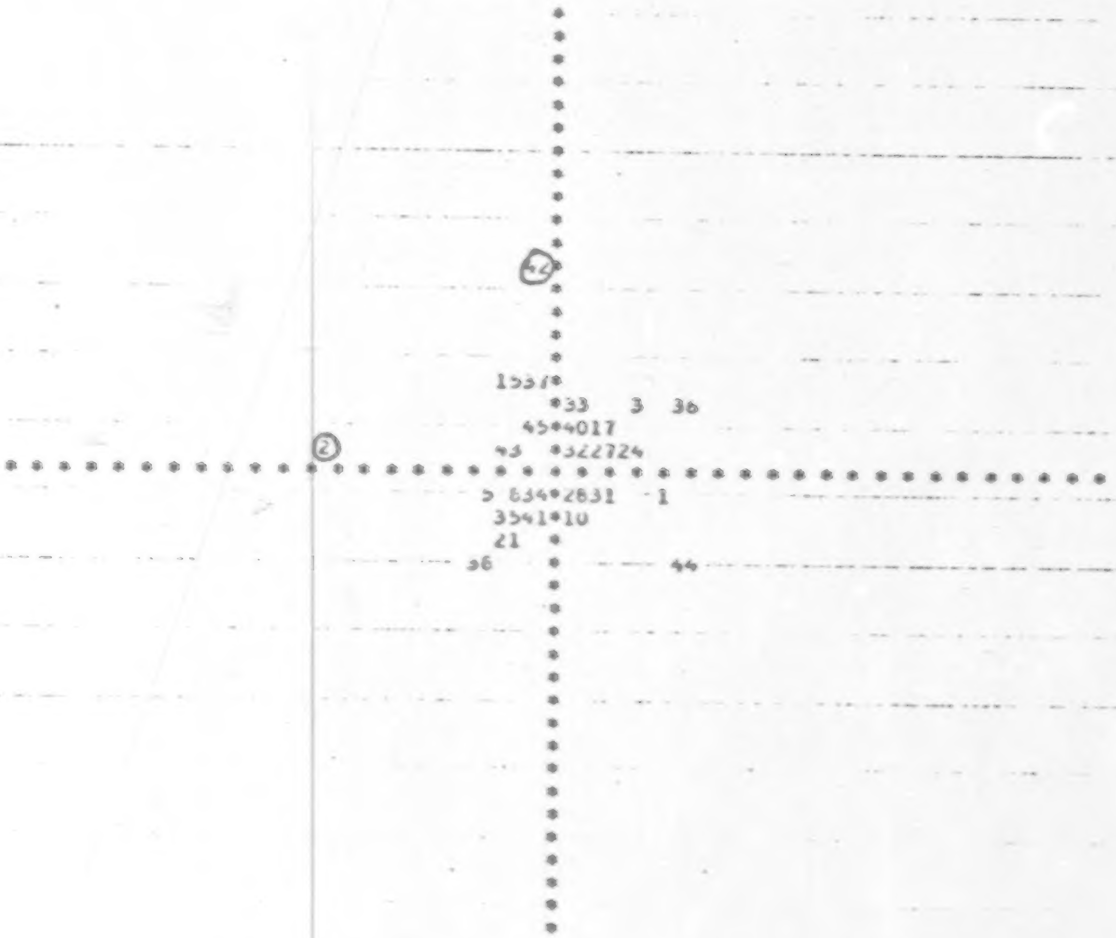
```
FFECTIVE DOMAIN QUESTIONNAIRE                                                                   05/24/74           PAGE 109

ILE   ADW          (CREATION DATE = 05/24/74)   FILE

                        HORIZONTAL FACTOR     6      VERTICAL FACTOR 11
                                                  *                                                  1 = VAR001     2 = VAR002
                                                  *                                                  3 = VAR003     4 = VAR004
                                                  *                                                  5 = VAR005     6 = VAR006
                                                  *                                                  7 = VAR007     8 = VAR008
                                                  *                                                  9 = VAR009    10 = VAR010
                                                  *                                                 11 = VAR011    12 = VAR012
                                                  *                                                 13 = VAR013    14 = VAR014
                                                  *                                                 15 = VAR015    16 = VAR016
                                                  *                                                 17 = VAR017    18 = VAR018
                                                  *                                                 19 = VAR019    20 = VAR020
                                                  *                                                 21 = VAR021    22 = VAR022
                                                  *        ㊷                                       23 = VAR023    24 = VAR024
                                                  *                                                 25 = VAR025    26 = VAR026
                                                  *                                                 27 = VAR027    28 = VAR028
                                                  *                                                 29 = VAR029    30 = VAR030
                                                  *                                                 31 = VAR031    32 = VAR032
                                            19  15*    37          ⑥                                33 = VAR033    34 = VAR034
                                                36* 31612  33                                       35 = VAR035    36 = VAR036
                                              4529*  40    30                                       37 = VAR037    38 = VAR038
                                      27         9*43 720    24   ⑱                                 39 = VAR039    40 = VAR040
  * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *   41 = VAR041    42 = VAR042
                                           5   614*3426                                             43 = VAR043    44 = VAR044
                                              10  *35  41                                           45 = VAR045
                                                  *    21
                                                  *44
                                                  *
                                                  *
                                                  *
                                                  *
                                                  *
                                                  *
                                                  *
                                                  *
                                                  *
                                                  *
                                                  *
                                                  *
                                                  *
                                                  *
                                                  *
                                                  *
```

```
FILE   ADW      (CREATION DATE = 05/24/74)   FILE

                HORIZONTAL FACTOR  6      VERTICAL FACTOR 13
```



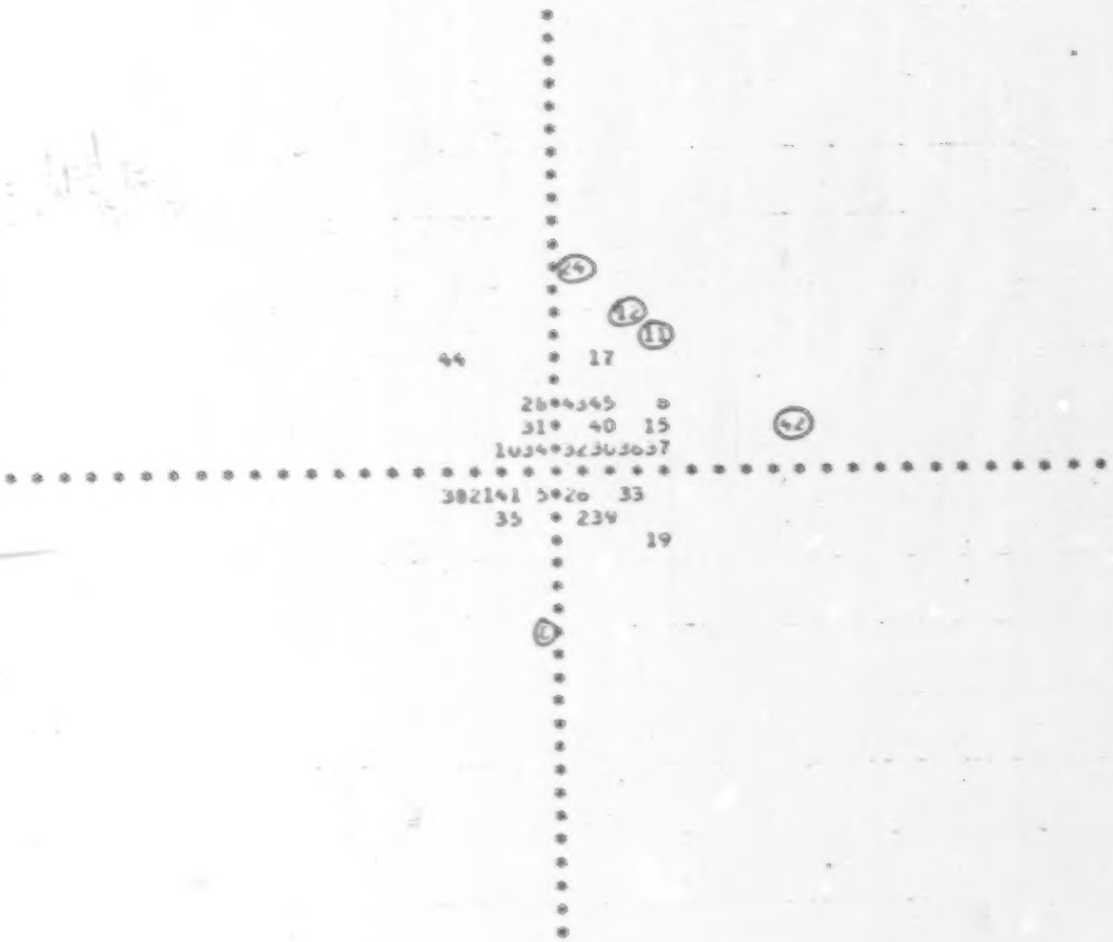
```
 1 = VAR001     2 = VAR002
 3 = VAR003     4 = VAR004
 5 = VAR005     6 = VAR006
 7 = VAR007     8 = VAR008
 9 = VAR009    10 = VAR010
11 = VAR011    12 = VAR012
13 = VAR013    14 = VAR014
15 = VAR015    16 = VAR016
17 = VAR017    18 = VAR018
19 = VAR019    20 = VAR020
21 = VAR021    22 = VAR022
23 = VAR023    24 = VAR024
25 = VAR025    26 = VAR026
27 = VAR027    28 = VAR028
29 = VAR029    30 = VAR030
31 = VAR031    32 = VAR032
33 = VAR033    34 = VAR034
35 = VAR035    36 = VAR036
37 = VAR037    38 = VAR038
39 = VAR039    40 = VAR040
41 = VAR041    42 = VAR042
43 = VAR043    44 = VAR044
45 = VAR045
```

```
FILE   ADW      (CREATION DATE = 05/24/74)   FILE

                    HORIZONTAL FACTOR 10     VERTICAL FACTOR 11
```



```
 1 = VAR001     2 = VAR002
 3 = VAR003     4 = VAR004
 5 = VAR005     6 = VAR006
 7 = VAR007     8 = VAR008
 9 = VAR009    10 = VAR010
11 = VAR011    12 = VAR012
13 = VAR013    14 = VAR014
15 = VAR015    16 = VAR016
17 = VAR017    18 = VAR018
19 = VAR019    20 = VAR020
21 = VAR021    22 = VAR022
23 = VAR023    24 = VAR024
25 = VAR025    26 = VAR026
27 = VAR027    28 = VAR028
29 = VAR029    30 = VAR030
31 = VAR031    32 = VAR032
33 = VAR033    34 = VAR034
35 = VAR035    36 = VAR036
37 = VAR037    38 = VAR038
39 = VAR039    40 = VAR040
41 = VAR041    42 = VAR042
43 = VAR043    44 = VAR044
45 = VAR045
```

```
FILE   ADW      (CREATION DATE = 05/24/74)   FILE

                 HORIZONTAL FACTOR 11     VERTICAL FACTOR 13
```

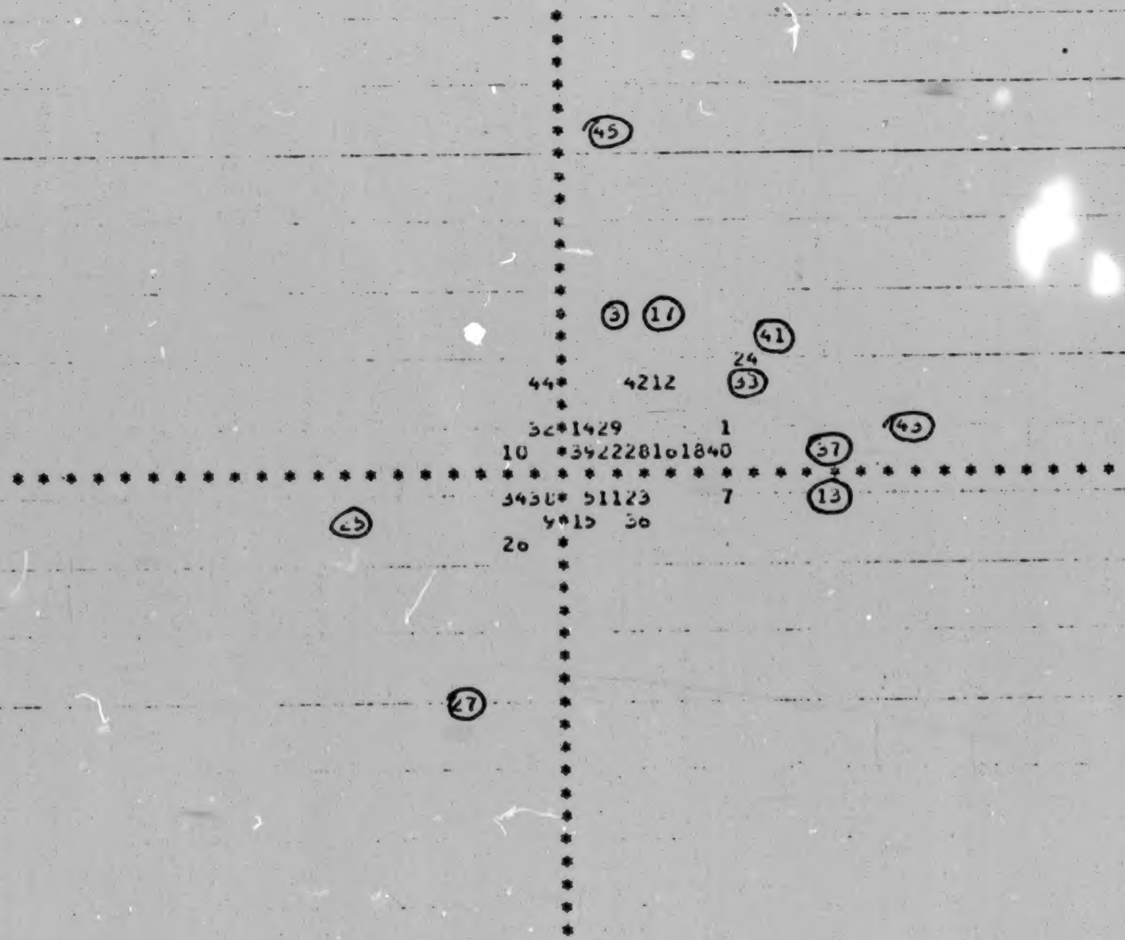


```
 1 = VAR001      2 = VAR002
 3 = VAR003      4 = VAR004
 5 = VAR005      6 = VAR006
 7 = VAR007      8 = VAR008
 9 = VAR009     10 = VAR010
11 = VAR011     12 = VAR012
13 = VAR013     14 = VAR014
15 = VAR015     16 = VAR016
17 = VAR017     18 = VAR018
19 = VAR019     20 = VAR020
21 = VAR021     22 = VAR022
23 = VAR023     24 = VAR024
25 = VAR025     26 = VAR026
27 = VAR027     28 = VAR028
29 = VAR029     30 = VAR030
31 = VAR031     32 = VAR032
33 = VAR033     34 = VAR034
35 = VAR035     36 = VAR036
37 = VAR037     38 = VAR038
39 = VAR039     40 = VAR040
41 = VAR041     42 = VAR042
43 = VAR043     44 = VAR044
45 = VAR045
```

BEST COPY AVAILABLE

RELATIONSHIP WITH EDUCATIONAL SYSTEM

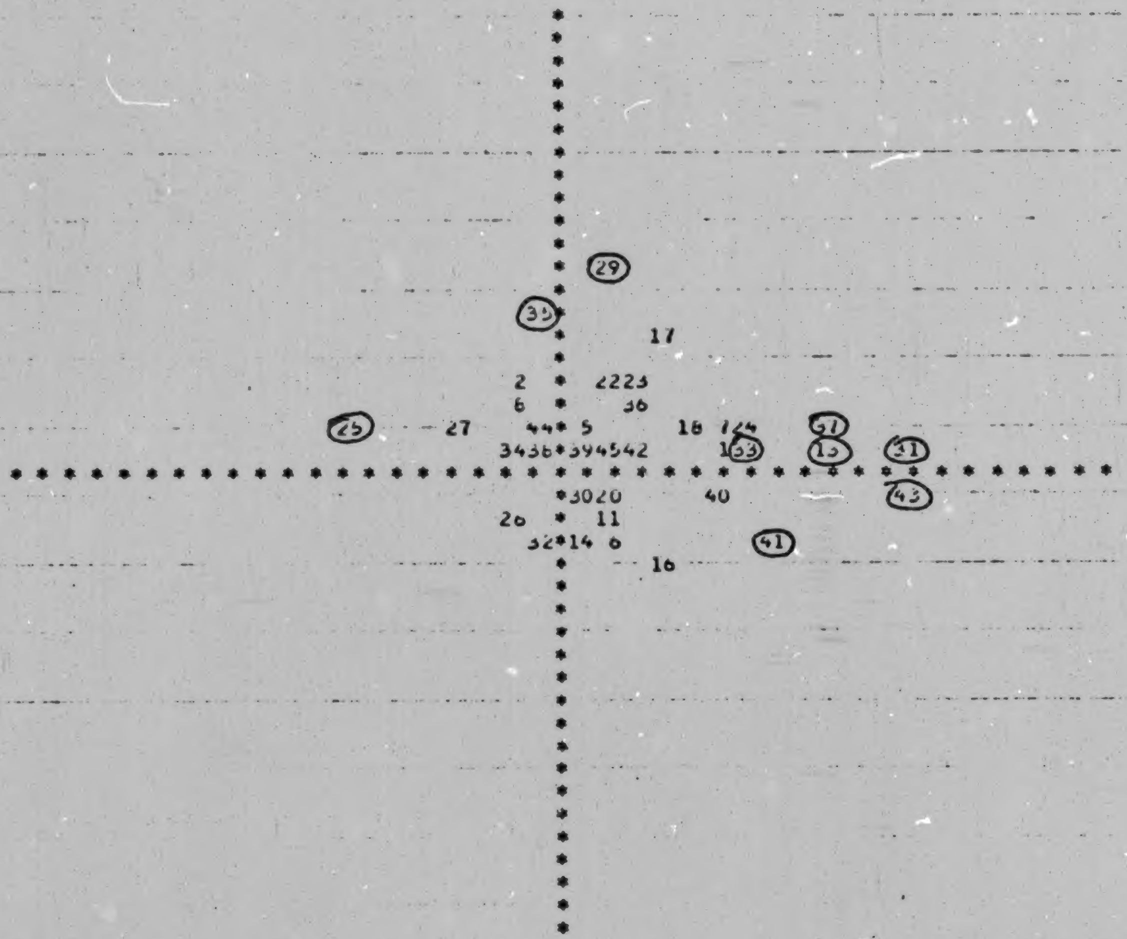
```
AFFECTIVE DOMAIN QUESTIONNAIRE                                   05/24/74        PAGE   65

FILE   ADQ      (CREATION DATE = 05/24/74)    FILE

                    HORIZONTAL FACTOR  2     VERTICAL FACTOR  3
```



```
 1 = VAR001    2 = VAR002
 3 = VAR003    4 = VAR004
 5 = VAR005    6 = VAR006
 7 = VAR007    8 = VAR008
 9 = VAR009   10 = VAR010
11 = VAR011   12 = VAR012
13 = VAR013   14 = VAR014
15 = VAR015   16 = VAR016
17 = VAR017   18 = VAR018
19 = VAR019   20 = VAR020
21 = VAR021   22 = VAR022
23 = VAR023   24 = VAR024
25 = VAR025   26 = VAR026
27 = VAR027   28 = VAR028
29 = VAR029   30 = VAR030
31 = VAR031   32 = VAR032
33 = VAR033   34 = VAR034
35 = VAR035   36 = VAR036
37 = VAR037   38 = VAR038
39 = VAR039   40 = VAR040
41 = VAR041   42 = VAR042
43 = VAR043   44 = VAR044
45 = VAR045
```

BEST COPY AVAILABLE

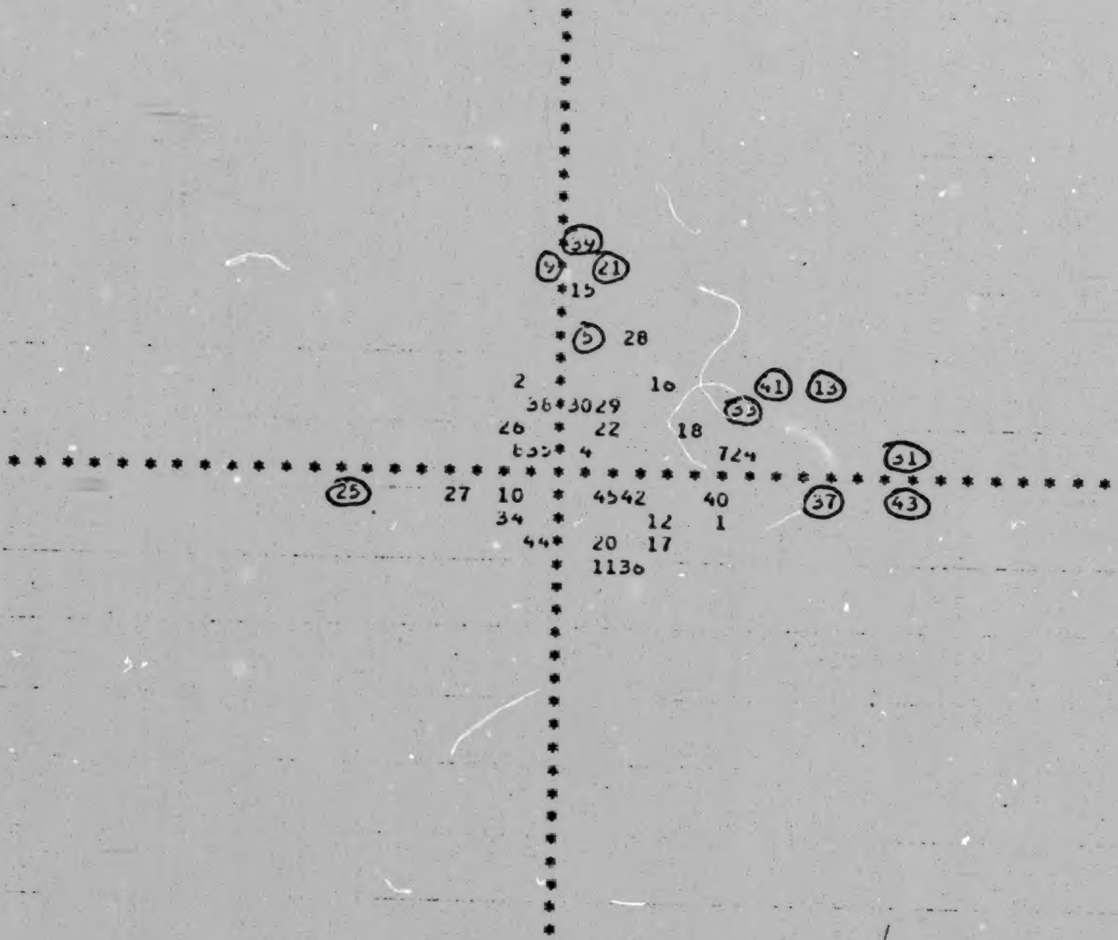
```
ILE   ADG      (CREATION DATE = 05/24/74)   FILE

                 HORIZONTAL FACTOR  2     VERTICAL FACTOR  7
```



```
 1 = VAR001     2 = VAR002
 3 = VAR003     4 = VAR004
 5 = VAR005     6 = VAR006
 7 = VAR007     8 = VAR008
 9 = VAR009    10 = VAR010
11 = VAR011    12 = VAR012
13 = VAR013    14 = VAR014
15 = VAR015    16 = VAR016
17 = VAR017    18 = VAR018
19 = VAR019    20 = VAR020
21 = VAR021    22 = VAR022
23 = VAR023    24 = VAR024
25 = VAR025    26 = VAR026
27 = VAR027    28 = VAR028
29 = VAR029    30 = VAR030
31 = VAR031    32 = VAR032
33 = VAR033    34 = VAR034
35 = VAR035    36 = VAR036
37 = VAR037    38 = VAR038
39 = VAR039    40 = VAR040
41 = VAR041    42 = VAR042
43 = VAR043    44 = VAR044
45 = VAR045
```

BEST COPY AVAILABLE

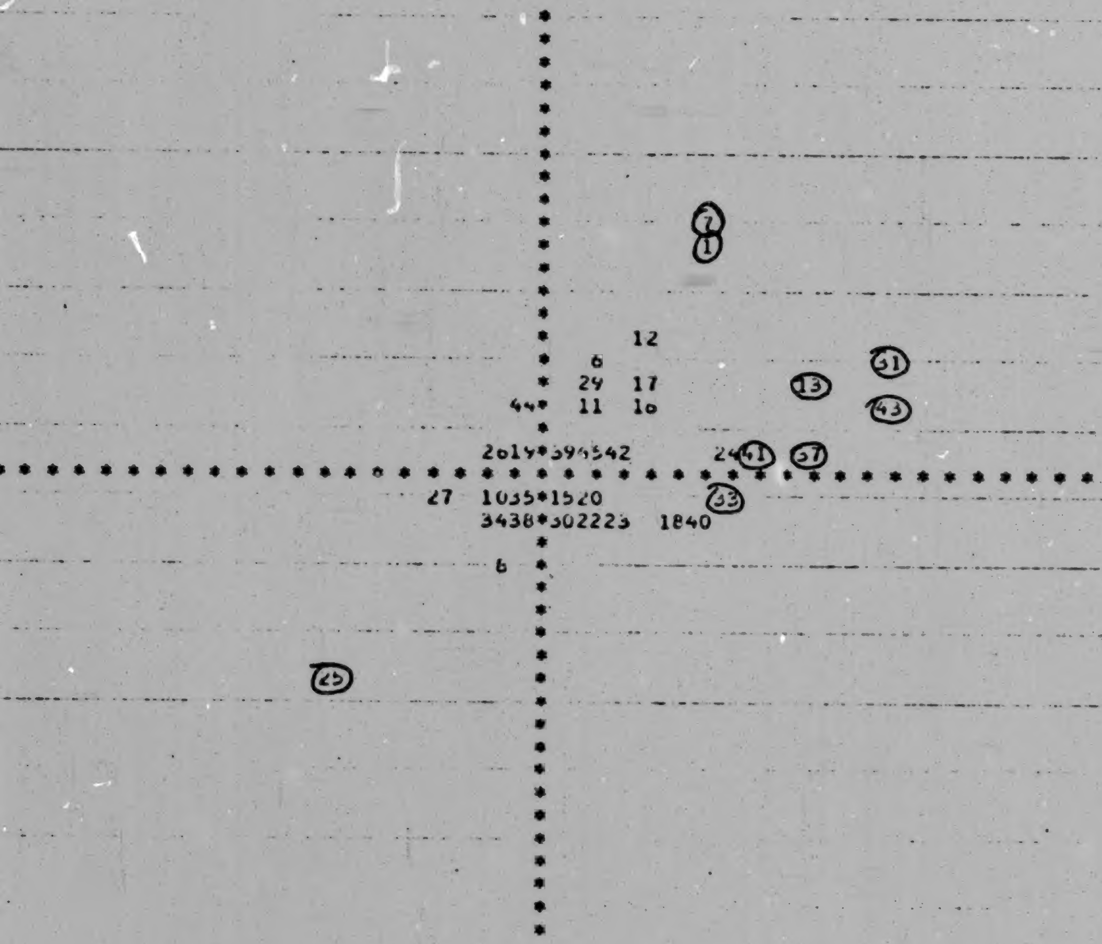
HORIZONTAL FACTOR 2 VERTICAL FACTOR 8



```
 1 = VAR001      2 = VAR002
 3 = VAR003      4 = VAR004
 5 = VAR005      6 = VAR006
 7 = VAR007      8 = VAR008
 9 = VAR009     10 = VAR010
11 = VAR011     12 = VAR012
13 = VAR013     14 = VAR014
15 = VAR015     16 = VAR016
17 = VAR017     18 = VAR018
19 = VAR019     20 = VAR020
21 = VAR021     22 = VAR022
23 = VAR023     24 = VAR024
25 = VAR025     26 = VAR026
27 = VAR027     28 = VAR028
29 = VAR029     30 = VAR030
31 = VAR031     32 = VAR032
33 = VAR033     34 = VAR034
35 = VAR035     36 = VAR036
37 = VAR037     38 = VAR038
39 = VAR039     40 = VAR040
41 = VAR041     42 = VAR042
43 = VAR043     44 = VAR044
45 = VAR045
```

BEST COPY AVAILABLE

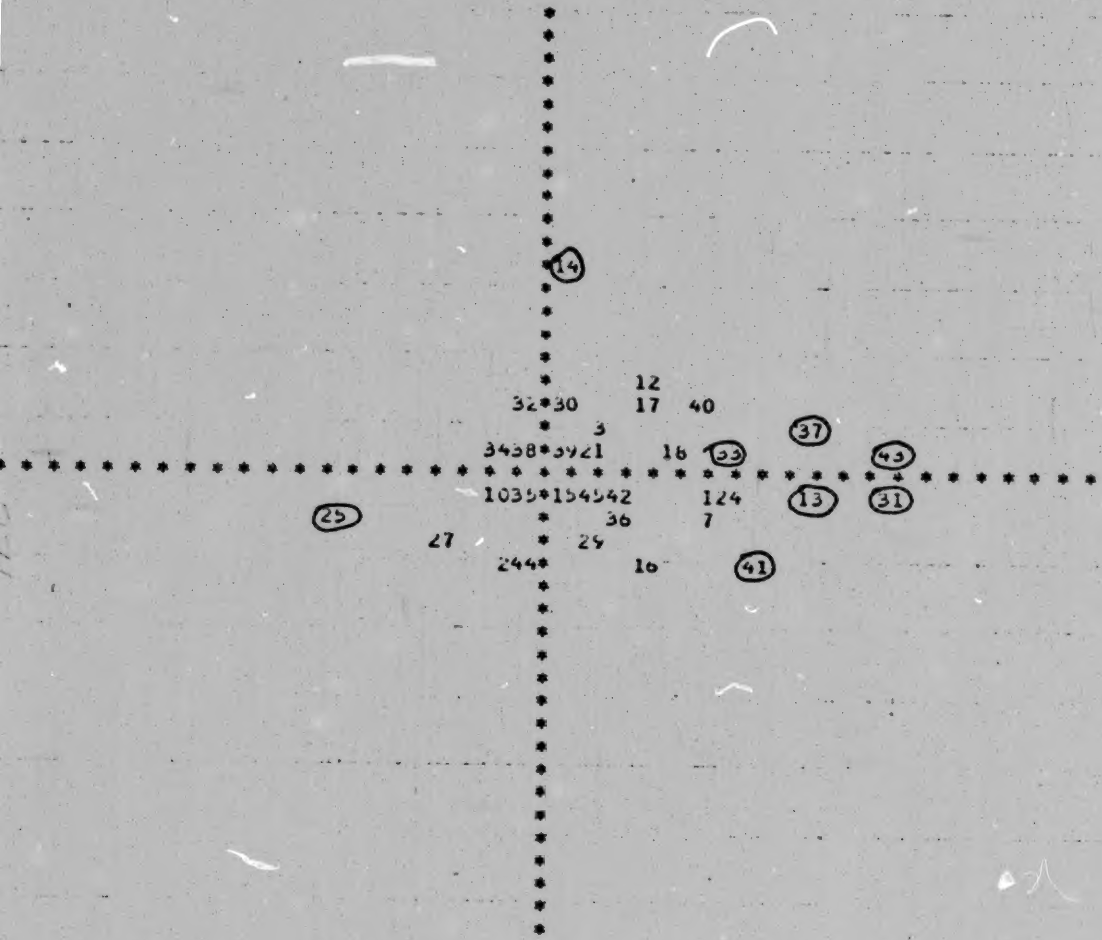
```
LTIVE DOMAIN QUESTIONNAIRE                                      05/24/74        PAGE   69

  AOU      (CREATION DATE = 05/24/74)   FILE

              HORIZONTAL FACTOR  2     VERTICAL FACTOR  9
```



```
 1 = VAR001     2 = VAR002
 3 = VAR003     4 = VAR004
 5 = VAR005     6 = VAR006
 7 = VAR007     8 = VAR008
 9 = VAR009    10 = VAR010
11 = VAR011    12 = VAR012
13 = VAR013    14 = VAR014
15 = VAR015    16 = VAR016
17 = VAR017    18 = VAR018
19 = VAR019    20 = VAR020
21 = VAR021    22 = VAR022
23 = VAR023    24 = VAR024
25 = VAR025    26 = VAR026
27 = VAR027    28 = VAR028
29 = VAR029    30 = VAR030
31 = VAR031    32 = VAR032
33 = VAR033    34 = VAR034
35 = VAR035    36 = VAR036
37 = VAR037    38 = VAR038
39 = VAR039    40 = VAR040
41 = VAR041    42 = VAR042
43 = VAR043    44 = VAR044
45 = VAR045
```

BEST COPY AVAILABLE

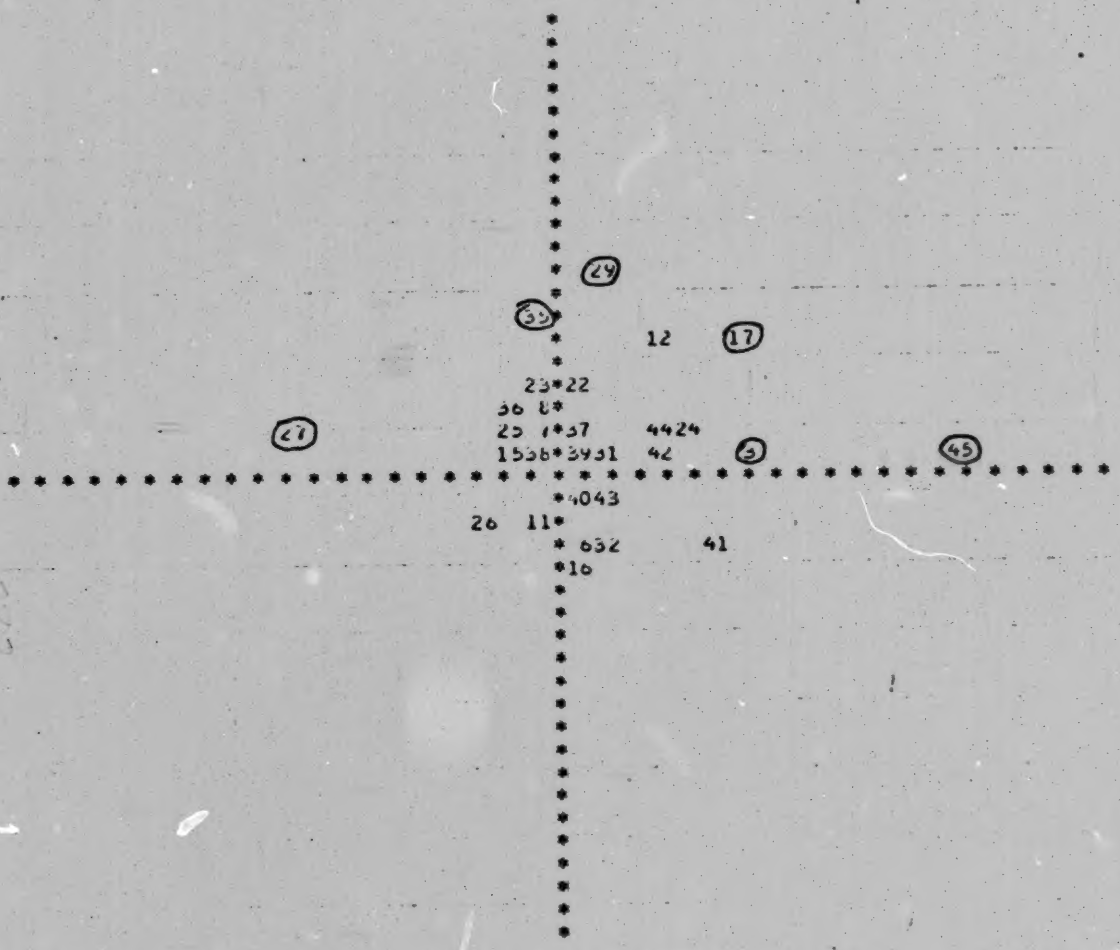
HORIZONTAL FACTOR 2 VERTICAL FACTOR 14



```
 1 = VAR001     2 = VAR002
 3 = VAR003     4 = VAR004
 5 = VAR005     6 = VAR006
 7 = VAR007     8 = VAR008
 9 = VAR009    10 = VAR010
11 = VAR011    12 = VAR012
13 = VAR013    14 = VAR014
15 = VAR015    16 = VAR016
17 = VAR017    18 = VAR018
19 = VAR019    20 = VAR020
21 = VAR021    22 = VAR022
23 = VAR023    24 = VAR024
25 = VAR025    26 = VAR026
27 = VAR027    28 = VAR028
29 = VAR029    30 = VAR030
31 = VAR031    32 = VAR032
33 = VAR033    34 = VAR034
35 = VAR035    36 = VAR036
37 = VAR037    38 = VAR038
39 = VAR039    40 = VAR040
41 = VAR041    42 = VAR042
43 = VAR043    44 = VAR044
45 = VAR045
```

BEST COPY AVAILABLE

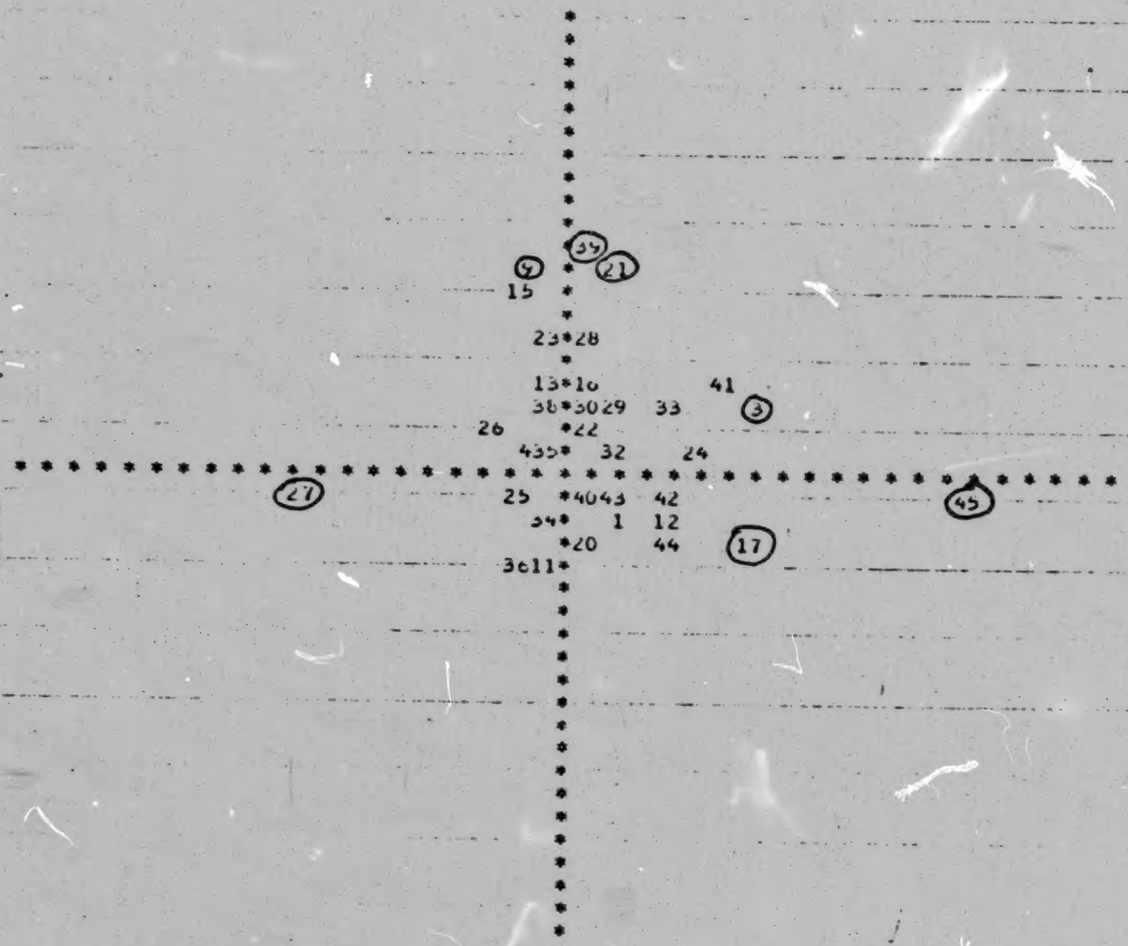
```
ECTIVE DOMAIN QUESTIONNAIRE                                        05/24/74      PAGE   78
E   ADW      (CREATION DATE = 05/24/74)   FILE

                    HORIZONTAL FACTOR  3     VERTICAL FACTOR  7
```



```
 1 = VAR001     2 = VAR002
 3 = VAR003     4 = VAR004
 5 = VAR005     6 = VAR006
 7 = VAR007     8 = VAR008
 9 = VAR009    10 = VAR010
11 = VAR011    12 = VAR012
13 = VAR013    14 = VAR014
15 = VAR015    16 = VAR016
17 = VAR017    18 = VAR018
19 = VAR019    20 = VAR020
21 = VAR021    22 = VAR022
23 = VAR023    24 = VAR024
25 = VAR025    26 = VAR026
27 = VAR027    28 = VAR028
29 = VAR029    30 = VAR030
31 = VAR031    32 = VAR032
33 = VAR033    34 = VAR034
35 = VAR035    36 = VAR036
37 = VAR037    38 = VAR038
39 = VAR039    40 = VAR040
41 = VAR041    42 = VAR042
43 = VAR043    44 = VAR044
45 = VAR045
```

BEST COPY AVAILABLE

```
FECTIVE DOMAIN QUESTIONNAIRE                                                   05/24/74        PAGE   79
LE   ALW      (CREATION DATE = 05/24/74)   FILE

                    HORIZONTAL FACTOR  3     VERTICAL FACTOR  6
```

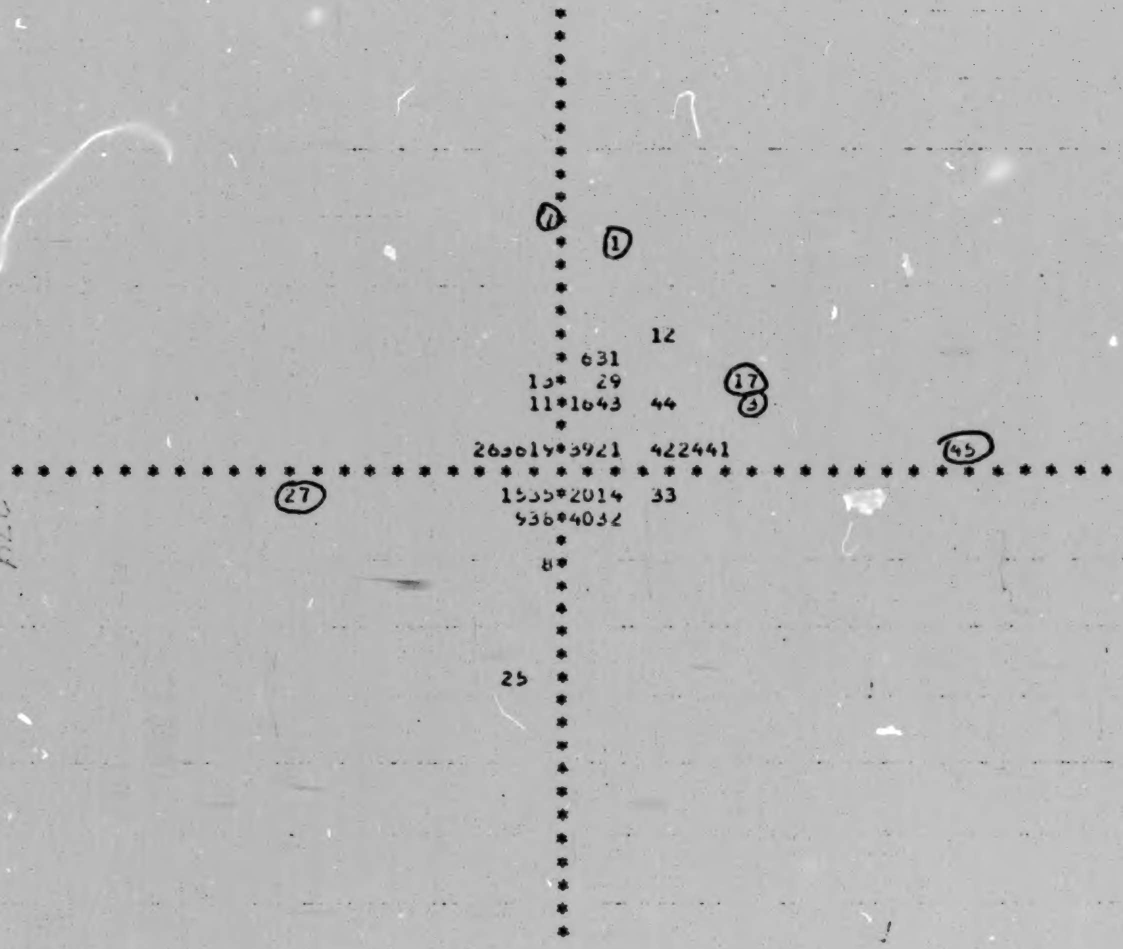


```
 1 = VAR001      2 = VAR002
 3 = VAR003      4 = VAR004
 5 = VAR005      6 = VAR006
 7 = VAR007      8 = VAR008
 9 = VAR009     10 = VAR010
11 = VAR011     12 = VAR012
13 = VAR013     14 = VAR014
15 = VAR015     16 = VAR016
17 = VAR017     18 = VAR018
19 = VAR019     20 = VAR020
21 = VAR021     22 = VAR022
23 = VAR023     24 = VAR024
25 = VAR025     26 = VAR026
27 = VAR027     28 = VAR028
29 = VAR029     30 = VAR030
31 = VAR031     32 = VAR032
33 = VAR033     34 = VAR034
35 = VAR035     36 = VAR036
37 = VAR037     38 = VAR038
39 = VAR039     40 = VAR040
41 = VAR041     42 = VAR042
43 = VAR043     44 = VAR044
45 = VAR045
```

BEST COPY AVAILABLE

```
FILE   ADQ      (CREATION DATE = 05/24/74)   FILE
```

HORIZONTAL FACTOR 3 VERTICAL FACTOR 9



```
 1 = VAR001      2 = VAR002
 3 = VAR003      4 = VAR004
 5 = VAR005      6 = VAR006
 7 = VAR007      8 = VAR008
 9 = VAR009     10 = VAR010
11 = VAR011     12 = VAR012
13 = VAR013     14 = VAR014
15 = VAR015     16 = VAR016
17 = VAR017     18 = VAR018
19 = VAR019     20 = VAR020
21 = VAR021     22 = VAR022
23 = VAR023     24 = VAR024
25 = VAR025     26 = VAR026
27 = VAR027     28 = VAR028
29 = VAR029     30 = VAR030
31 = VAR031     32 = VAR032
33 = VAR033     34 = VAR034
35 = VAR035     36 = VAR036
37 = VAR037     38 = VAR038
39 = VAR039     40 = VAR040
41 = VAR041     42 = VAR042
43 = VAR043     44 = VAR044
45 = VAR045
```

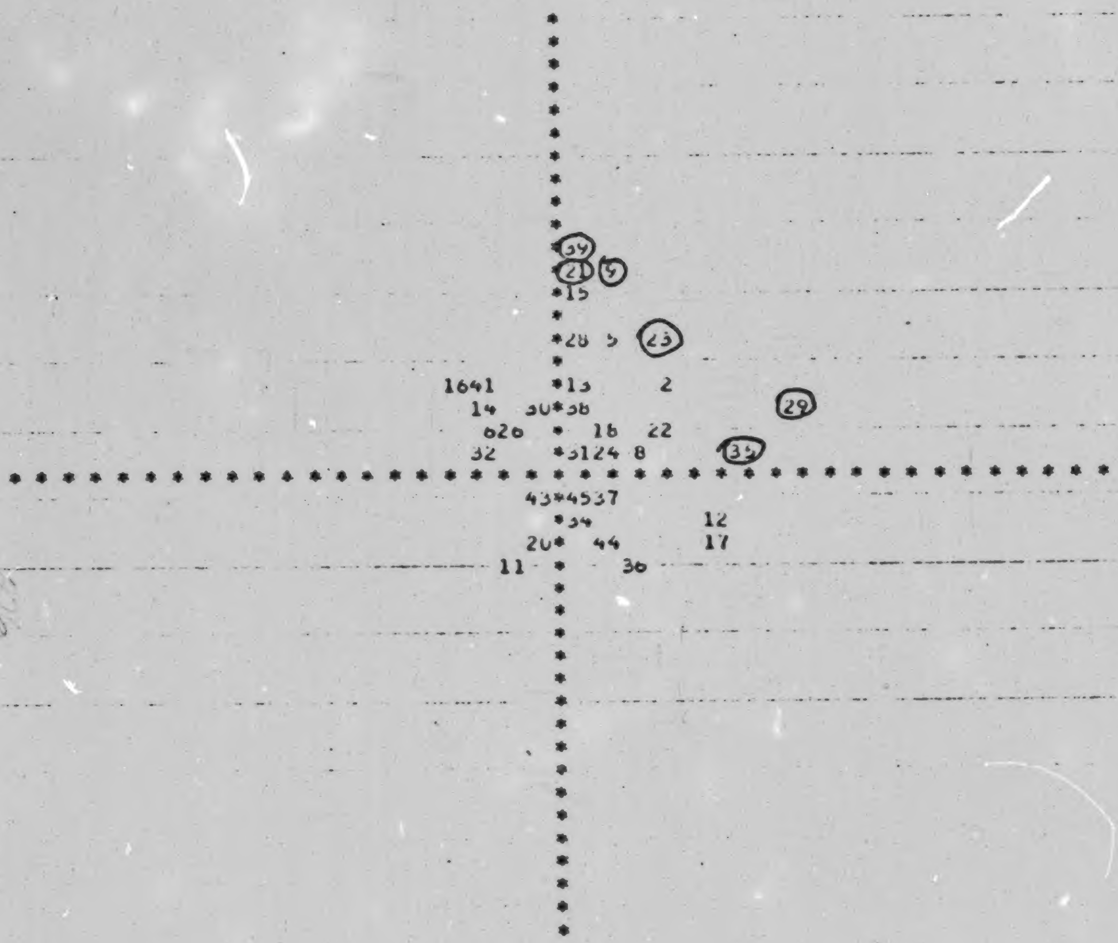
BEST COPY AVAILABLE

274

```
FILE   ADW       (CREATION DATE = 05/24/74)    FILE

                       HORIZONTAL FACTOR  5     VERTICAL FACTOR 14

                                        *                                            1 = VAR001     2 = VAR002
                                        *                                            3 = VAR003     4 = VAR004
                                        *                                            5 = VAR005     6 = VAR006
                                        *                                            7 = VAR007     8 = VAR008
                                        *                                            9 = VAR009    10 = VAR010
                                        *                                           11 = VAR011    12 = VAR012
                                        *                                           13 = VAR013    14 = VAR014
                                        *                                           15 = VAR015    16 = VAR016
                                        *                                           17 = VAR017    18 = VAR018
                                        *                                           19 = VAR019    20 = VAR020
                                        *                                           21 = VAR021    22 = VAR022
                                        *  ⑭                                        23 = VAR023    24 = VAR024
                                        *                                           25 = VAR025    26 = VAR026
                                        *                                           27 = VAR027    28 = VAR028
                                        *                                           29 = VAR029    30 = VAR030
                                        *                                           31 = VAR031    32 = VAR032
                                        *      12                                   33 = VAR033    34 = VAR034
                                     9  *4032         ⑰                             35 = VAR035    36 = VAR036
                                        *37           ⑤                             37 = VAR037    38 = VAR038
                                  26  36*3943  33                                   39 = VAR039    40 = VAR040
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *   41 = VAR041    42 = VAR042
                                    1535*2231  4224                ㊺               43 = VAR043    44 = VAR044
                                    3025*28                                         45 = VAR045
                     ㉗                 *  29
                                       2*16    44  41
                                        *
                                        *
                                        *
                                        *
                                        *
                                        *
                                        *
                                        *
                                        *
                                        *
                                        *
                                        *
                                        *
                                        *
                                        *
```

BEST COPY AVAILABLE

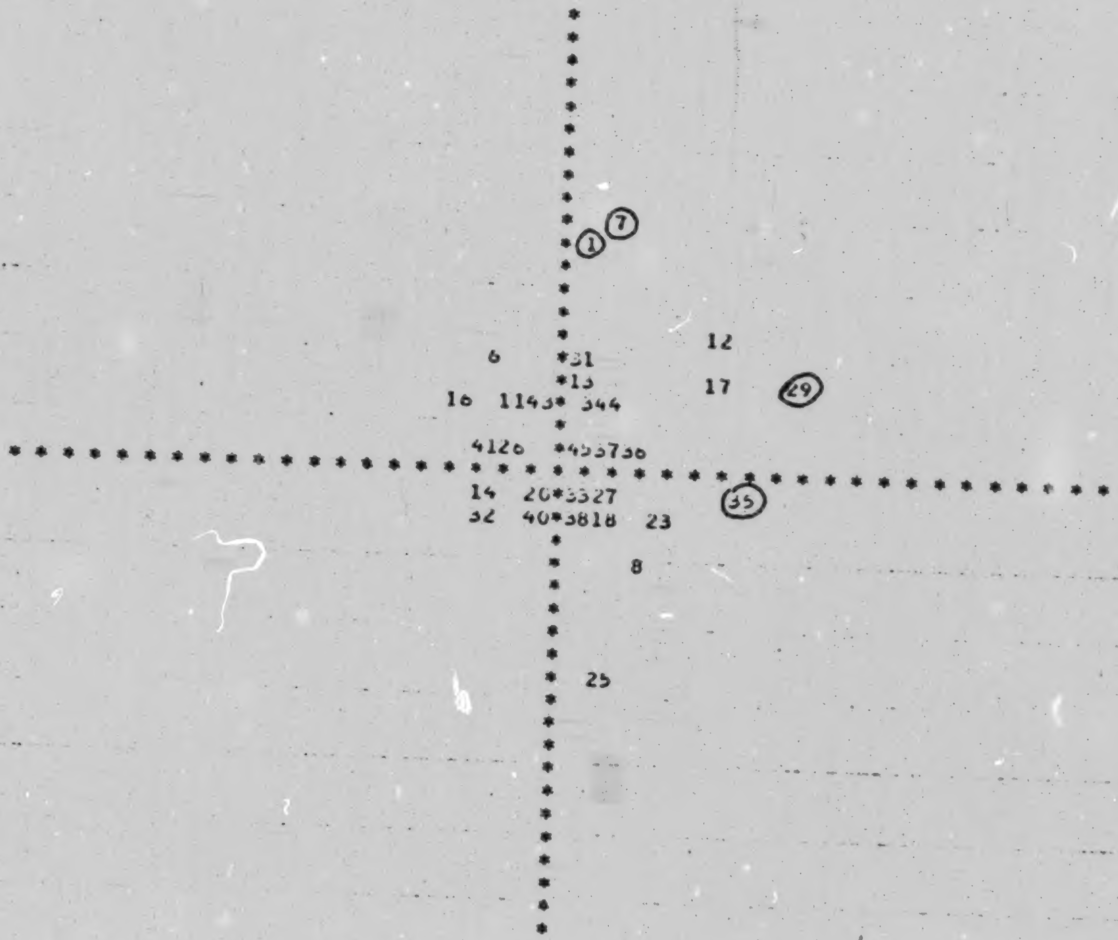
```
E   ADD      (CREATION DATE = 05/24/74)   FILE

                    HORIZONTAL FACTOR  7     VERTICAL FACTOR  8
```



```
 1 = VAR001     2 = VAR002
 3 = VAR003     4 = VAR004
 5 = VAR005     6 = VAR006
 7 = VAR007     8 = VAR008
 9 = VAR009    10 = VAR010
11 = VAR011    12 = VAR012
13 = VAR013    14 = VAR014
15 = VAR015    16 = VAR016
17 = VAR017    18 = VAR018
19 = VAR019    20 = VAR020
21 = VAR021    22 = VAR022
23 = VAR023    24 = VAR024
25 = VAR025    26 = VAR026
27 = VAR027    28 = VAR028
29 = VAR029    30 = VAR030
31 = VAR031    32 = VAR032
33 = VAR033    34 = VAR034
35 = VAR035    36 = VAR036
37 = VAR037    38 = VAR038
39 = VAR039    40 = VAR040
41 = VAR041    42 = VAR042
43 = VAR043    44 = VAR044
45 = VAR045
```

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE
FILE   ADQ      (CREATION DATE = 05/24/74)   FILE                                     05/24/74        PAGE  114

                       HORIZONTAL FACTOR  7      VERTICAL FACTOR  9
```



```
 1 = VAR001     2 = VAR002
 3 = VAR003     4 = VAR004
 5 = VAR005     6 = VAR006
 7 = VAR007     8 = VAR008
 9 = VAR009    10 = VAR010
11 = VAR011    12 = VAR012
13 = VAR013    14 = VAR014
15 = VAR015    16 = VAR016
17 = VAR017    18 = VAR018
19 = VAR019    20 = VAR020
21 = VAR021    22 = VAR022
23 = VAR023    24 = VAR024
25 = VAR025    26 = VAR026
27 = VAR027    28 = VAR028
29 = VAR029    30 = VAR030
31 = VAR031    32 = VAR032
33 = VAR033    34 = VAR034
35 = VAR035    36 = VAR036
37 = VAR037    38 = VAR038
39 = VAR039    40 = VAR040
41 = VAR041    42 = VAR042
43 = VAR043    44 = VAR044
45 = VAR045
```

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                   05/24/74          PAGE  129

FILE   ADQ      (CREATION DATE = 05/24/74)   FILE

                     HORIZONTAL FACTOR  7     VERTICAL FACTOR 14
                                         *                                        1 = VAR001     2 = VAR002
                                         *                                        3 = VAR003     4 = VAR004
                                         *                                        5 = VAR005     6 = VAR006
                                         *                                        7 = VAR007     8 = VAR008
                                         *                                        9 = VAR009    10 = VAR010
                                         *                                       11 = VAR011    12 = VAR012
                                         *                                       13 = VAR013    14 = VAR014
                                         *                                       15 = VAR015    16 = VAR016
                                         *                                       17 = VAR017    18 = VAR018
                                         *                                       19 = VAR019    20 = VAR020
                                         *                                       21 = VAR021    22 = VAR022
                                         *                                       23 = VAR023    24 = VAR024
                                         *                                       25 = VAR025    26 = VAR026
                                         *                                       27 = VAR027    28 = VAR028
                                         *                                       29 = VAR029    30 = VAR030
                                         *                                       31 = VAR031    32 = VAR032
                                         *        12                             33 = VAR033    34 = VAR034
                                   32  40*   9    17                             35 = VAR035    36 = VAR036
                                         * 357                                   37 = VAR037    38 = VAR038
                                     2043*3918                                   39 = VAR039    40 = VAR040
    * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  41 = VAR041    42 = VAR042
                                    6    *4524 822                               43 = VAR043    44 = VAR044
                                         *26253023                               45 = VAR045
                                         *  27
                               1641      *  44  2
                                         *
                                         *
                                         *
                                         *
                                         *
                                         *
                                         *
                                         *
                                         *
                                         *
                                         *
                                         *
                                         *
                                         *
                                         *
```

14

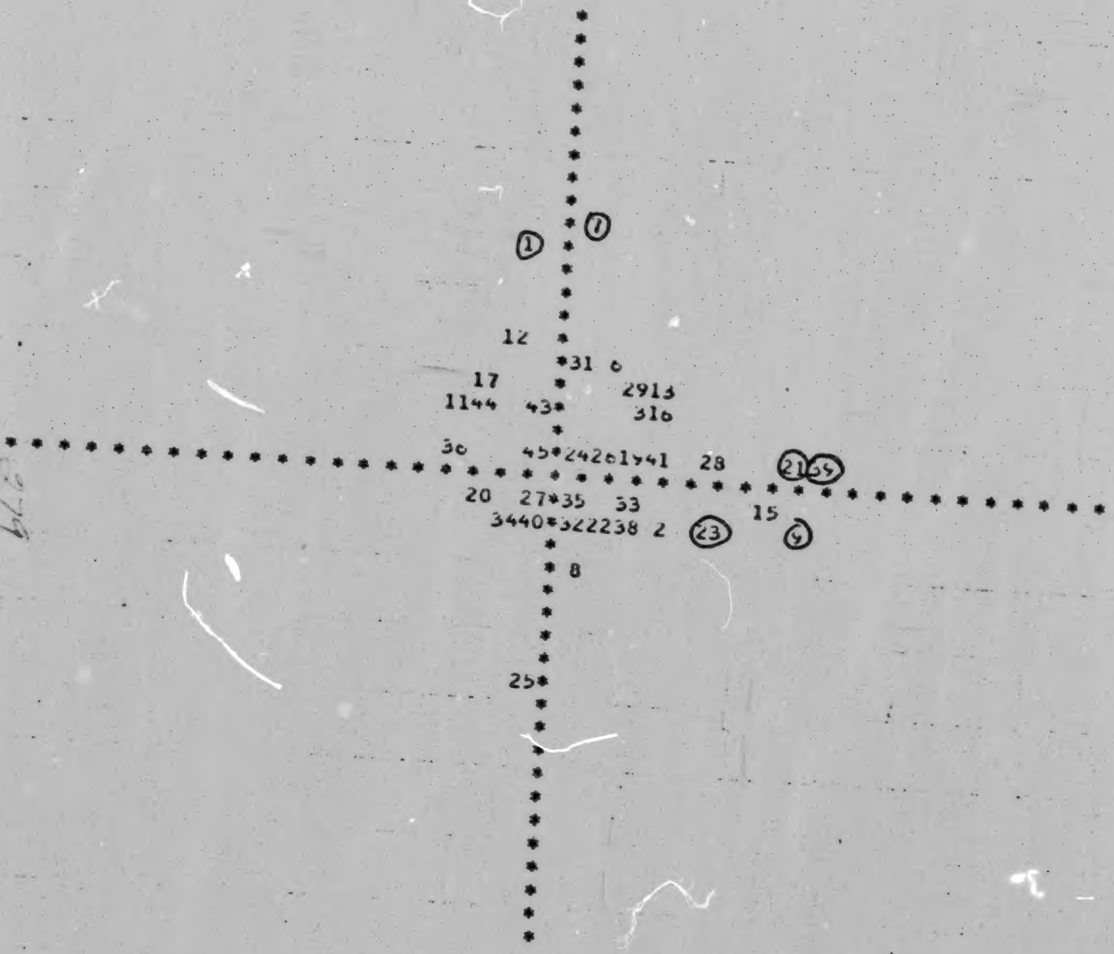
35

24

218

BEST COPY AVAILABLE

HORIZONTAL FACTOR 8 VERTICAL FACTOR 9



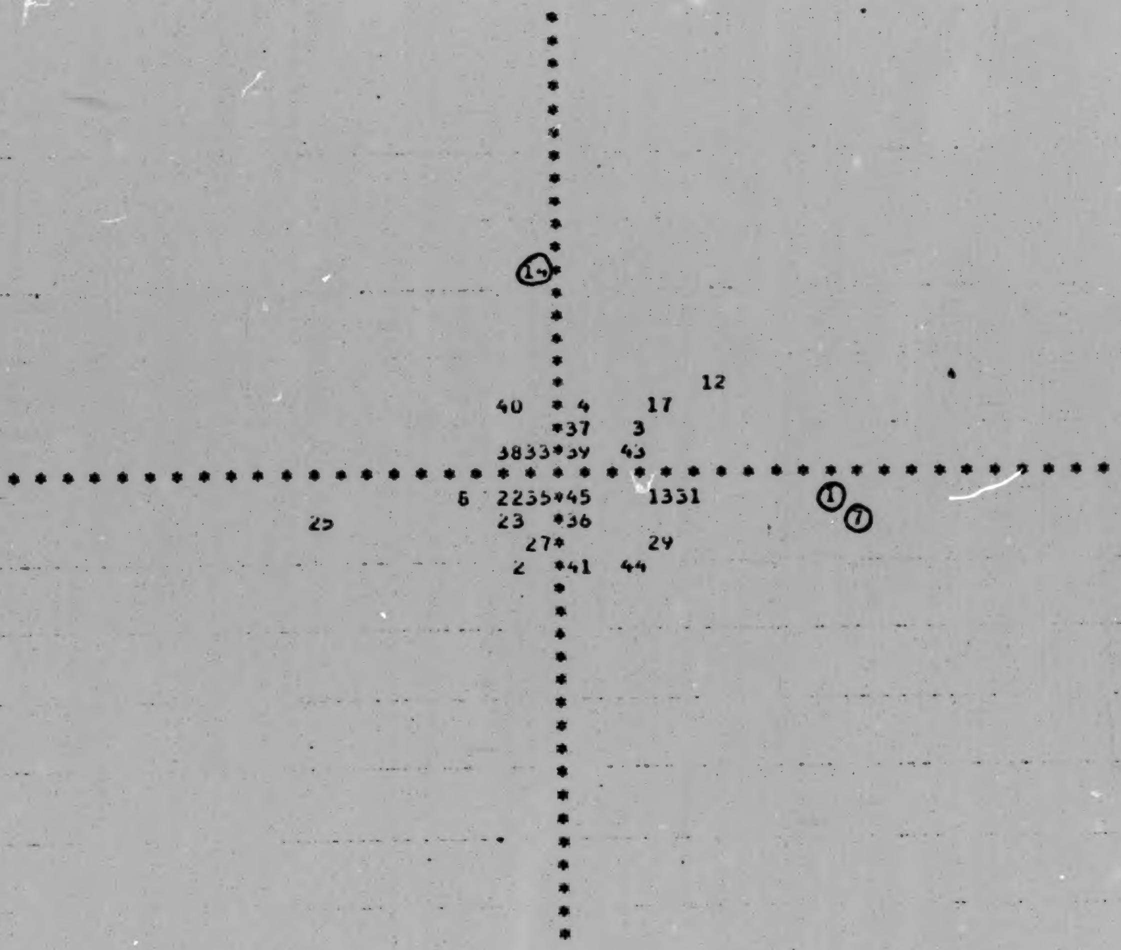
1 = VAR001
3 = VAR003
5 = VAR005
7 = VAR007
9 = VAR009
11 = VAR011
13 = VAR013
15 = VAR015
17 = VAR017
19 = VAR019
21 = VAR021
23 = VAR023
25 = VAR025
27 = VAR027
29 = VAR029
31 = VAR031
33 = VAR033
35 = VAR035
37 = VAR037
39 = VAR039
41 = VAR041
43 = VAR043
45 = VAR045

2 = VAR002
4 = VAR004
6 = VAR006
8 = VAR008
10 = VAR010
12 = VAR012
14 = VAR014
16 = VAR016
18 = VAR018
20 = VAR020
22 = VAR022
24 = VAR024
26 = VAR026
28 = VAR028
30 = VAR030
32 = VAR032
34 = VAR034
36 = VAR036
38 = VAR038
40 = VAR040
42 = VAR042
44 = VAR044

```
ECTIVE DOMAIN QUESTIONNAIRE                                                                05/24/74        PAGE  125
E   ADG      (CREATION DATE = 05/24/74)   FILE

                    HORIZONTAL FACTOR  8      VERTICAL FACTOR 14
                                                *                                                   1 = VAR001     2 = VAR002
                                                *                                                   3 = VAR003     4 = VAR004
                                                *                                                   5 = VAR005     6 = VAR006
                                                *                                                   7 = VAR007     8 = VAR008
                                                *                                                   9 = VAR009    10 = VAR010
                                                *                                                  11 = VAR011    12 = VAR012
                                                *                                                  13 = VAR013    14 = VAR014
                                                *                                                  15 = VAR015    16 = VAR016
                                                *                                                  17 = VAR017    18 = VAR018
                                                *                                                  19 = VAR019    20 = VAR020
                                                *                                                  21 = VAR021    22 = VAR022
                                                *     14                                           23 = VAR023    24 = VAR024
                                                *                                                  25 = VAR025    26 = VAR026
                                                *                                                  27 = VAR027    28 = VAR028
                                                *                                                  29 = VAR029    30 = VAR030
                                                *                                                  31 = VAR031    32 = VAR032
                                           12   *                                                  33 = VAR033    34 = VAR034
                                        17    40*32  30              4                             35 = VAR035    36 = VAR036
                                              37*      3                                           37 = VAR037    38 = VAR038
                                        11203443* 2638        5     2139                           39 = VAR039    40 = VAR040
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *    41 = VAR041    42 = VAR042
                                             143*35221913         15                               43 = VAR043    44 = VAR044
                                      36      25* 7          28                                    45 = VAR045
                                              27*     29
                                         44     *        41
                                                *
                                                *
                                                *
                                                *
                                                *
                                                *
                                                *
                                                *
                                                *
                                                *
                                                *
                                                *
                                                *
                                                *
                                                *
                                                *
```

BEST COPY AVAILABLE

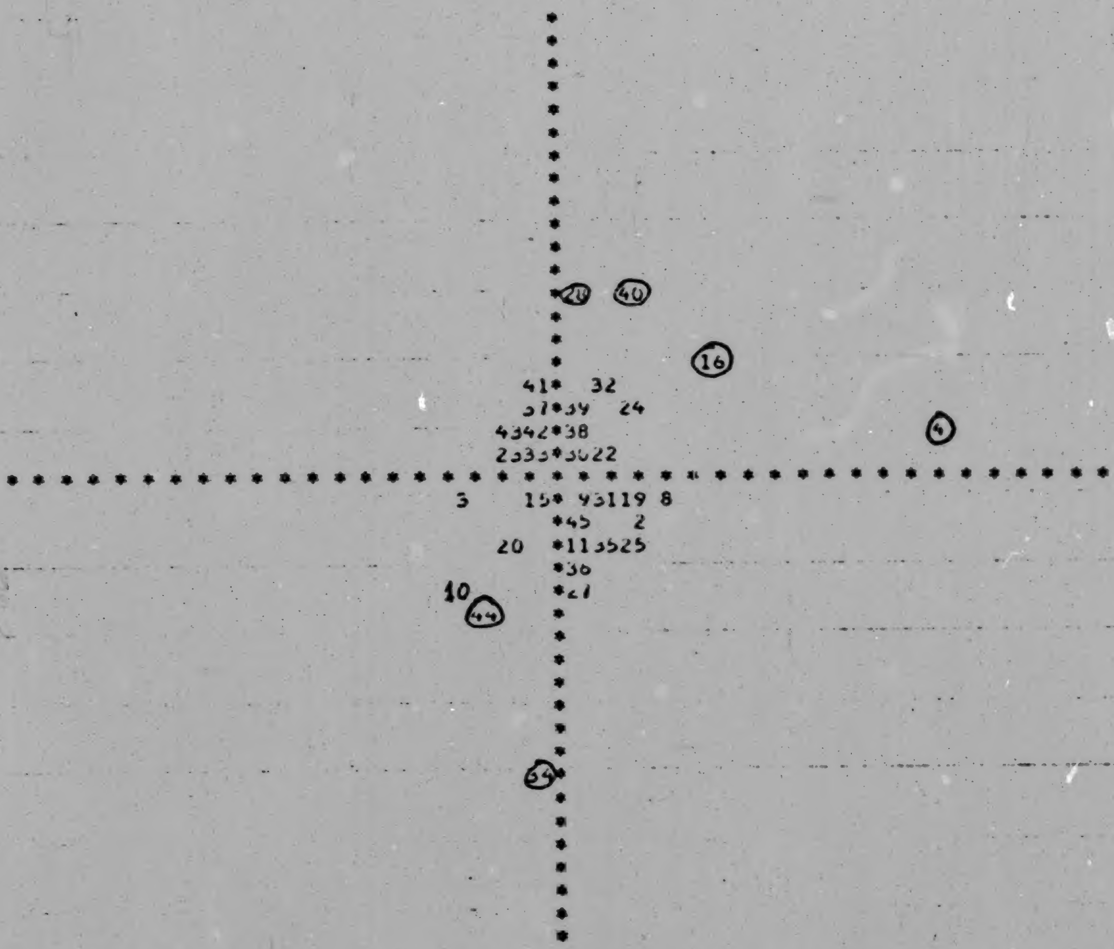
```
FILE    ADQ       (CREATION DATE = 05/24/74)    FILE

                HORIZONTAL FACTOR  9      VERTICAL FACTOR 14
```



```
 1 = VAR001       2 = VAR002
 3 = VAR003       4 = VAR004
 5 = VAR005       6 = VAR006
 7 = VAR007       8 = VAR008
 9 = VAR009      10 = VAR010
11 = VAR011      12 = VAR012
13 = VAR013      14 = VAR014
15 = VAR015      16 = VAR016
17 = VAR017      18 = VAR018
19 = VAR019      20 = VAR020
21 = VAR021      22 = VAR022
23 = VAR023      24 = VAR024
25 = VAR025      26 = VAR026
27 = VAR027      28 = VAR028
29 = VAR029      30 = VAR030
31 = VAR031      32 = VAR032
33 = VAR033      34 = VAR034
35 = VAR035      36 = VAR036
37 = VAR037      38 = VAR038
39 = VAR039      40 = VAR040
41 = VAR041      42 = VAR042
43 = VAR043      44 = VAR044
45 = VAR045
```

INTER-STUDENT COMPETITION

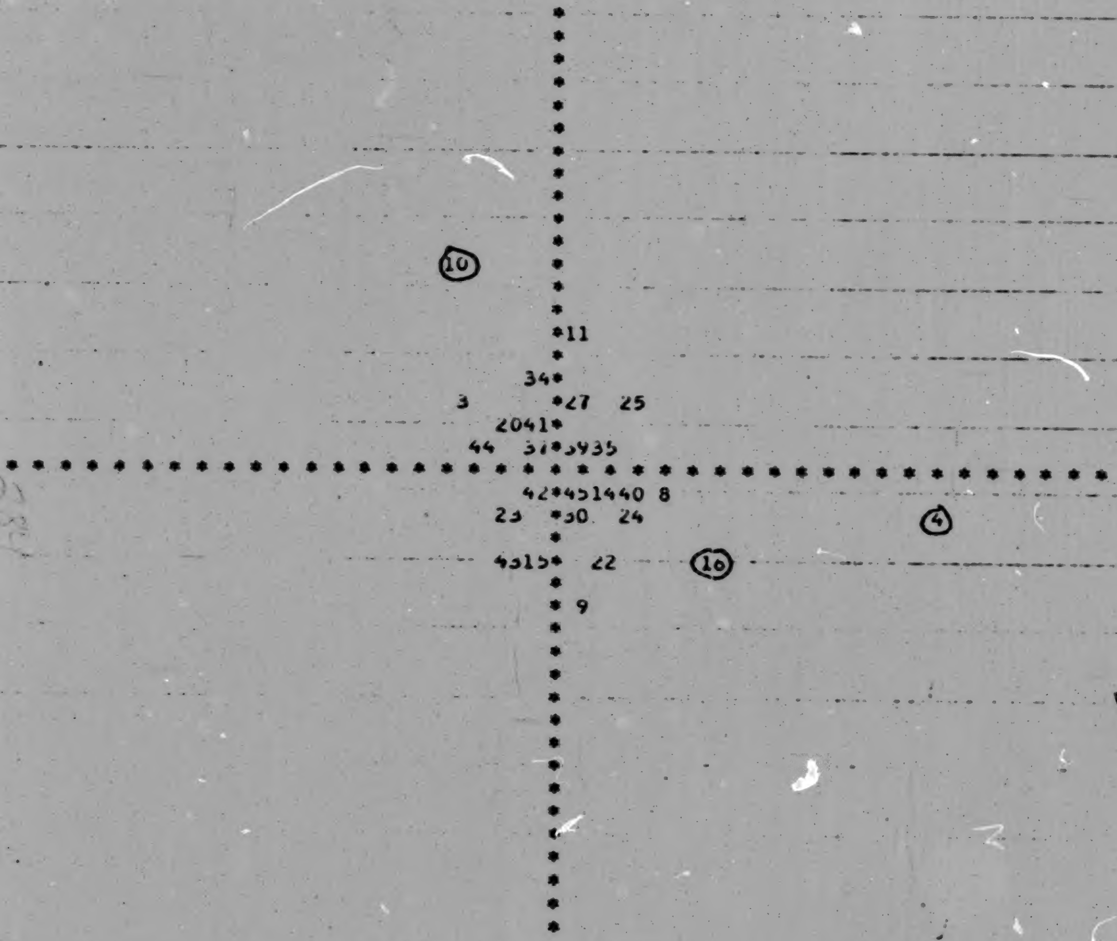
```
ELTIVE DOMAIN QUESTIONNAIRE                                                    05/24/74        PAGE   60
E   ADN      (CREATION DATE = 05/24/74)   FILE

                          HORIZONTAL FACTOR  4     VERTICAL FACTOR  5
```



```
 1 = VAR001     2 = VAR002
 3 = VAR003     4 = VAR004
 5 = VAR005     6 = VAR006
 7 = VAR007     8 = VAR008
 9 = VAR009    10 = VAR010
11 = VAR011    12 = VAR012
13 = VAR013    14 = VAR014
15 = VAR015    16 = VAR016
17 = VAR017    18 = VAR018
19 = VAR019    20 = VAR020
21 = VAR021    22 = VAR022
23 = VAR023    24 = VAR024
25 = VAR025    26 = VAR026
27 = VAR027    28 = VAR028
29 = VAR029    30 = VAR030
31 = VAR031    32 = VAR032
33 = VAR033    34 = VAR034
35 = VAR035    36 = VAR036
37 = VAR037    38 = VAR038
39 = VAR039    40 = VAR040
41 = VAR041    42 = VAR042
43 = VAR043    44 = VAR044
45 = VAR045
```

BEST COPY AVAILABLE

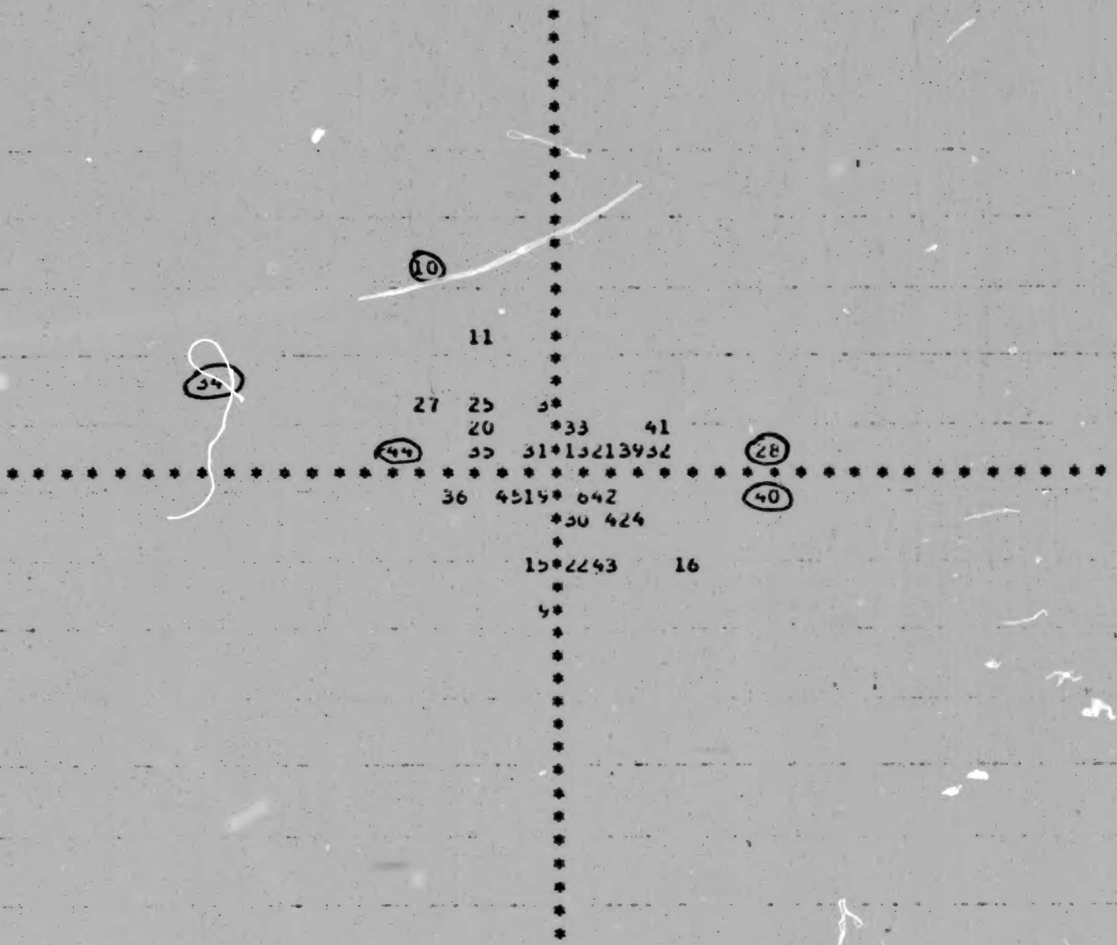
```
FECTIVE DOMAIN QUESTIONNAIRE                                         05/24/74        PAGE   93
LE   AUG      (CREATION DATE = 05/24/74)   FILE

                     HORIZONTAL FACTOR  4     VERTICAL FACTOR 12
```



```
 1 = VAR001     2 = VAR002
 3 = VAR003     4 = VAR004
 5 = VAR005     6 = VAR006
 7 = VAR007     8 = VAR008
 9 = VAR009    10 = VAR010
11 = VAR011    12 = VAR012
13 = VAR013    14 = VAR014
15 = VAR015    16 = VAR016
17 = VAR017    18 = VAR018
19 = VAR019    20 = VAR020
21 = VAR021    22 = VAR022
23 = VAR023    24 = VAR024
25 = VAR025    26 = VAR026
27 = VAR027    28 = VAR028
29 = VAR029    30 = VAR030
31 = VAR031    32 = VAR032
33 = VAR033    34 = VAR034
35 = VAR035    36 = VAR036
37 = VAR037    38 = VAR038
39 = VAR039    40 = VAR040
41 = VAR041    42 = VAR042
43 = VAR043    44 = VAR044
45 = VAR045
```

BEST COPY AVAILABLE

```
FILE   ADU      (CREATION DATE = 05/24/74)   FILE

                    HORIZONTAL FACTOR  5     VERTICAL FACTOR 12
```



```
 1 = VAR001     2 = VAR002
 3 = VAR003     4 = VAR004
 5 = VAR005     6 = VAR006
 7 = VAR007     8 = VAR008
 9 = VAR009    10 = VAR010
11 = VAR011    12 = VAR012
13 = VAR013    14 = VAR014
15 = VAR015    16 = VAR016
17 = VAR017    18 = VAR018
19 = VAR019    20 = VAR020
21 = VAR021    22 = VAR022
23 = VAR023    24 = VAR024
25 = VAR025    26 = VAR026
27 = VAR027    28 = VAR028
29 = VAR029    30 = VAR030
31 = VAR031    32 = VAR032
33 = VAR033    34 = VAR034
35 = VAR035    36 = VAR036
37 = VAR037    38 = VAR038
39 = VAR039    40 = VAR040
41 = VAR041    42 = VAR042
43 = VAR043    44 = VAR044
45 = VAR045
```

BEST COPY AVAILABLE

RESPONSES TO ADQ
PRIMARY

```
-***** GIVEN SPACE ALLOWS FOR  65 VARIABLES AND   142 VALUES FOR CODEBOOK *****

                    *SELECT IF      (ROOM EQ 401 OR 801 OR 901 OR 402 OR 802 OR 902 OR 403 OR 803 OR
                                     903)
                    CODEBOOK        VAR001 TO VAR065
                    OPTIONS         5
                    STATISTICS      1,2,3,4,5,6,9,10,11
```

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                        05/22/74      PAGE  124

FILE   ADG        (CREATION DATE = 05/22/74)   FILE

VARIABLE    VAR001     QUESTION 1

      CODE              THE PUPILS ENJOY THEIR SCHOOLWORK.
                I
         1.     ***** (      7)    3.1 PCT
                I     STRONGLY DISAGREE
                I
                I
         2.     *********** (    20)    8.8 PCT
                I     DISAGREE
                I
                I
         3.     ********************************************* (     88)  38.6 PCT
                I     AGREE
                I
                I
         4.     ********************************************************** (    113)  49.6 PCT
                I     STRONGLY AGREE
                I
                I
         0.     * (      0)    0.0 PCT
     (MISSING)  I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        20        40        60        80       100       120       140       160       180       200
                FREQUENCY

STATISTICS..

MEAN              3.346              STD ERROR         0.051                   MEDIAN            3.489

MODE              4.000              STD DEV           0.767                   VARIANCE          0.589

RANGE             3.000              MINIMUM           1.000                   MAXIMUM           4.000

VALID   OBSERVATIONS -        228
MISSING OBSERVATIONS -          0
```

BEST COPY AVAILABLE

```
FECTIVE DOMAIN QUESTIONNAIRE                                                05/22/74        PAGE  125

LE   ADQ       (CREATION DATE = 05/22/74)   FILE

RIABLE   VAR002     QUESTION 2

    CODE             CHILDREN ARE ALWAYS FIGHTING WITH EACH OTHER.
              I
      1.      ************************************************************* (    61)  26.8 PCT
              I    STRONGLY DISAGREE
              I
              I
      2.      ********************************************* (    45)  19.7 PCT
              I    DISAGREE
              I
              I
      3.      *************************************************************************** (    75)  32.9 PCT
              I    AGREE
              I
              I
      4.      ********************************************* (    45)  19.7 PCT
              I    STRONGLY AGREE
              I
              I
      0.      *** (     2)   0.9 PCT
(MISSING)     I
              I
              I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
              0        10        20        30        40        50        60        70        80        90       100
              FREQUENCY

TATISTICS..

EAN              2.460            STD ERROR        0.073            MEDIAN           2.593
ODE              3.000            STD DEV          1.092            VARIANCE         1.192
ANGE             3.000            MINIMUM          1.000            MAXIMUM          4.000

ALID    OBSERVATIONS -        226
ISSING OBSERVATIONS -          2
```

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                        05/22/74        PAGE  126

FILE    ADQ       (CREATION DATE = 05/22/74)    FILE

VARIABLE   VAR003     QUESTION 3

      CODE                 EVERYONE KNOWS WHAT THE CLASS IS GOING TO DO.
             I
         1.  ************************************************* (    49)  21.5 PCT
             I     STRONGLY DISAGREE
             I
             I
         2.  ****************************************************************************************** (    90)  39.5 PCT
             I     DISAGREE
             I
             I
         3.  ********************************************** (    46)  20.2 PCT
             I     AGREE
             I
             I
         4.  ****************************************** (    42)  18.4 PCT
             I     STRONGLY AGREE
             I
             I
         0.  ** (     1)   0.4 PCT
  (MISSING)  I
             I
             I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
             0        10        20        30        40        50        60        70        80        90       100
             FREQUENCY

STATISTICS..

MEAN            2.357          STD ERROR       0.068          MEDIAN          2.217
MODE            2.000          STD DEV         1.018          VARIANCE        1.036
RANGE           3.000          MINIMUM         1.000          MAXIMUM         4.000

VALID   OBSERVATIONS -       227
MISSING OBSERVATIONS -         1
```

BEST COPY AVAILABLE

```
  ADG        (CREATION DATE = 05/22/74)    FILE

ABLE -- VAR004       QUESTION 4

  CODE                  SOME PUPILS ALWAYS WANT TO BE FIRST.
          I
    1.    ****************** (     17)    7.5 PCT
          I     STRONGLY DISAGREE
          I
          I
    2.    ****************************** (     29)   12.7 PCT
          I     DISAGREE
          I
          I
    3.    ************************************************************************************ (     83)   36.4 PCT
          I     AGREE
          I
          I
    4.    *************************************************************************************************** (     98)   43
          I     STRONGLY AGREE
          I
          I
    0.    ** (      1)    0.4 PCT
SSING)    I
          I
          I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
          0        10        20        30        40        50        60        70        80        90       100
          FREQUENCY

ISTICS..

               3.154              STD ERROR        0.061              MEDIAN            3.313

               4.000              STD DEV          0.916              VARIANCE          0.839

E              3.000              MINIMUM          1.000              MAXIMUM           4.000

D    OBSERVATIONS -        227
ING  OBSERVATIONS -          1
```

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                 05/22/74        PAGE  128
FILE   ADQ    (CREATION DATE = 05/22/74)   FILE
VARIABLE  VAR005      QUESTION 5
    CODE                MANY PUPILS DO NOT KNOW HOW TO DO THEIR SCHOOLWORK.
          I
     1.   ***************************************************** (    53)  23.2 PCT
          I    STRONGLY DISAGREE
          I
          I
     2.   ************************************************* (    49)  21.5 PCT
          I    DISAGREE
          I
          I
     3.   ********************************************************************************** (    82)  36.0 PCT
          I    AGREE
          I
          I
     4.   ******************************************* (    43)  18.9 PCT
          I    STRONGLY AGREE
          I
          I
     0.   ** (     1)   0.4 PCT
 (MISSING)I
          I
          I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
          0        10        20        30        40        50        60        70        80        90       100
          FREQUENCY

STATISTICS..

MEAN          2.507          STD ERROR       0.070          MEDIAN          2.640
MODE          3.000          STD DEV         1.049          VARIANCE        1.101
RANGE         3.000          MINIMUM         1.000          MAXIMUM         4.000

VALID   OBSERVATIONS -       227
MISSING OBSERVATIONS -         1
```

BEST COPY AVAILABLE

```
TIVE DOMAIN QUESTIONNAIRE

 ADQ        (CREATION DATE = 05/22/74)   FILE

BLE   VAR006        QUESTION 6

 CODE               ALL THE CHILDREN HAVE CLOSE FRIENDS IN THE CLASS.
         I
    1.   *********** (    19)   8.3 PCT
         I     STRONGLY DISAGREE
         I
         I
    2.   ************ (    22)   9.6 PCT
         I     DISAGREE
         I
         I
    3.   **************************************** (    79)  34.6 PCT
         I     AGREE
         I
         I
    4.   *************************************************** (   101)  44.3 PCT
         I     STRONGLY AGREE
         I
         I
    0.   ***** (     7)   3.1 PCT
SSING)   I
         I
         I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
         0        20        40        60        80       100       120       140       160       180       200
         FREQUENCY

ISTICS..

N             3.186          STD ERROR      0.063          MEDIAN       3.380
E             4.000          STD DEV        0.933          VARIANCE     0.870
GE            3.000          MINIMUM        1.000          MAXIMUM      4.000

ID  OBSERVATIONS -      221
SING OBSERVATIONS -       7
```

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                              05/22/74      PAGE  130

FILE   ADQ      (CREATION DATE = 05/22/74)   FILE

VARIABLE  VAR007    QUESTION 7

     CODE              MOST OF THE CHILDREN IN THE CLASS ENJOY SCHOOL.
              I
        1.    ******************* (     18)   7.9 PCT
              I    STRONGLY DISAGREE
              I
              I
        2.    ********************** (     21)   9.2 PCT
              I    DISAGREE
              I
              I
        3.    ****************************************************************************************  (     87)  38.2 PCT
              I    AGREE
              I
              I
        4.    *************************************************************************************************  (     96)  42.1 PCT
              I    STRONGLY AGREE
              I
              I
        0.    ******* (      6)   2.6 PCT
   (MISSING)  I
              I
              I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
              0        10        20        30        40        50        60        70        80        90       100
              FREQUENCY

STATISTICS..

MEAN           3.176           STD ERROR       0.061           MEDIAN          3.328

MODE           4.000           STD DEV         0.908           VARIANCE        0.824

RANGE          3.000           MINIMUM         1.000           MAXIMUM         4.000

VALID   OBSERVATIONS -         222
MISSING OBSERVATIONS -           6
```

```
LE   ADQ       (CREATION DATE = 05/22/74)   FILE

RIABLE   VAR008      QUESTION 8

   CODE             SOME PUPILS HATE THE OTHERS.
          I
     1.   ******************************************************** (    56)  24.6 PCT
          I     STRONGLY DISAGREE
          I
          I
     2.   ******************************************************* (    55)  24.1 PCT
          I     DISAGREE
          I
          I
     3.   ********************************************************************* (    69)  30.3 PCT
          I     AGREE
          I
          I
     4.   ******************************************* (    43)  16.9 PCT
          I     STRONGLY AGREE
          I
          I
     0.   ***** (     5)   2.2 PCT
MISSING)  I
          I
          I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
          0        10        20        30        40        50        60        70        80        90       100
          FREQUENCY

ATISTICS..

AN           2.444           STD ERROR      0.071           MEDIAN        2.507
DE           3.000           STD DEV        1.068           VARIANCE      1.140
NGE          3.000           MINIMUM        1.000           MAXIMUM       4.000

LID   OBSERVATIONS -      223
SSING OBSERVATIONS -        5
```

BEST COPY AVAILABLE

```
FILE   ADG      (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR009     QUESTION 9

      CODE           SOMETIMES PUPILS DO NOT KNOW WHAT TO DO.
            I
        1.  ************************************************ (    47)  20.6 PCT
            I    STRONGLY DISAGREE
            I
            I
        2.  *********************************** (    34)  14.9 PCT
            I    DISAGREE
            I
            I
        3.  ************************************************************************************************* (    96)  42.
            I    AGREE
            I
            I
        4.  ********************************************** (    45)  19.7 PCT
            I    STRONGLY AGREE
            I
            I
        0.  ******* (     6)   2.6 PCT
 (MISSING)  I
            I
            I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
            0        10        20        30        40        50        60        70        80        90       100
            FREQUENCY

STATISTICS..

MEAN             2.626                STD ERROR        0.069                  MEDIAN           2.813

MODE             3.000                STD DEV          1.033                  VARIANCE         1.068

RANGE            3.000                MINIMUM          1.000                  MAXIMUM          4.000

VALID   OBSERVATIONS -          222
MISSING OBSERVATIONS -            6
```

BEST COPY AVAILABLE

```
LE   ADD      (CREATION DATE = 05/22/74)    FILE
RIABLE   VAR010      QUESTION 10
   CODE                 THE PUPILS WANT TO KNOW WHO GOT THE BEST MARK ON A TEST.
         I
    1.   ********* (     16)   7.0 PCT
         I    STRONGLY DISAGREE
         I
         I
    2.   ************ (    21)   9.2 PCT
         I    DISAGREE
         I
         I
    3.   ************************************ (     71)  31.1 PCT
         I    AGREE
         I
         I
    4.   ********************************************************** (    115)  50.4 PCT
         I    STRONGLY AGREE
         I
         I
    0.   **** (      5)   2.2 PCT
ISSING)  I
         I
         I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
         0        20        40        60        80       100       120       140       160       180       200
         FREQUENCY

TISTICS..

N            3.276           STD ERROR       0.061            MEDIAN          0.0
E            4.000           STD DEV         0.907            VARIANCE        0.823
GE           3.000           MINIMUM         1.000            MAXIMUM         4.000

ID   OBSERVATIONS -          223
SING OBSERVATIONS -            5
```

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                    05/22/74        PAGE 134

FILE    ADD        (CREATION DATE = 05/22/74)    FILE

VARIABLE    VAR011      QUESTION 11

      CODE                CHILDREN OFTEN SAY THAT SCHOOL IS HARD.
              I
        1.    ********************************************** (    45)  19.7 PCT
              I    STRONGLY DISAGREE
              I
              I
        2.    ************************************************************** (    61)  26.8 PCT
              I    DISAGREE
              I
              I
        3.    ********************************************************************************* (    80)  35.1 PCT
              I    AGREE
              I
              I
        4.    *************************************** (    38)  16.7 PCT
              I    STRONGLY AGREE
              I
              I
        0.    ***** (     4)   1.8 PCT
   (MISSING)  I
              I
              I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
              0        10        20        30        40        50        60        70        80        90       100
              FREQUENCY

STATISTICS..

MEAN             2.496             STD ERROR        0.067             MEDIAN           2.575

MODE             3.000             STD DEV          0.998             VARIANCE         0.995

RANGE            3.000             MINIMUM          1.000             MAXIMUM          4.000

VALID   OBSERVATIONS -        224
MISSING OBSERVATIONS -          4
```

BEST COPY AVAILABLE

```
E    ADQ       (CREATION DATE = 05/22/74)    FILE

IABLE    VAR012       QUESTION 12

   CODE                ALL OF THE CHILDREN LIKE EACH OTHER.
           I
      1.   *************************************** (      39)  17.1 PCT
           I     STRONGLY DISAGREE
           I
           I
      2.   ************************************************************ (      60)  26.3 PCT
           I     DISAGREE
           I
           I
      3.   *************************************************** (      51)  22.4 PCT
           I     AGREE
           I
           I
      4.   ************************************************************************* (      73)  32.0 PCT
           I     STRONGLY AGREE
           I
           I
      0.   ***** (       5)   2.2 PCT
ISSING)    I
           I
           I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
           0        10        20        30        40        50        60        70        80        90       100
           FREQUENCY

TISTICS..

N              2.709           STD ERROR        0.074           MEDIAN           2.745
E              4.000           STD DEV          1.103           VARIANCE         1.216
GE             3.000           MINIMUM          1.000           MAXIMUM          4.000

ID   OBSERVATIONS -       223
SING OBSERVATIONS -         5
```

BEST COPY AVAILABLE

```
                                                                                05/22/74        PAGE  136
FFECTIVE DOMAIN QUESTIONNAIRE
ILE   ADD       (CREATION DATE = 05/22/74)   FILE
ARIABLE   VAR013      QUESTION 13
     CODE              MOST PUPILS ARE PLEASED WITH THE CLASS.
              I
       1.     ***************** (     17)   7.5 PCT
              I    STRONGLY DISAGREE
              I
              I
       2.     *********************************************** (     47)  20.6 PCT
              I    DISAGREE
              I
              I
       3.     ************************************************************************* (     73)  32.0 PCT
              I    AGREE
              I
              I
       4.     *************************************************************************************** (     87)  38.2 PCT
              I    STRONGLY AGREE
              I
              I
       0.     **** (      4)   1.8 PCT
  (MISSING)   I
              I
              I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
              0        10        20        30        40        50        60        70        80        90       100
              FREQUENCY

STATISTICS..

MEAN              3.027           STD ERROR        0.064           MEDIAN          3.158

MODE              4.000           STD DEV          0.951           VARIANCE        0.905

RANGE             3.000           MINIMUM          1.000           MAXIMUM         4.000

VALID   OBSERVATIONS -        224
MISSING OBSERVATIONS -          4
```

BEST COPY AVAILABLE

200

```
FFECTIVE DOMAIN QUESTIONNAIRE
ILE   ADD       (CREATION DATE = 05/22/74)   FILE                                          05/22/74        PAGE  137
RIABLE   VAR014      QUESTION 14
    CODE
         I              SOMETIMES PUPILS IN THE CLASS DISAGREE.
     1.  *******************************************  (    43)  18.9 PCT
         I    STRONGLY DISAGREE
         I
         I
     2.  *******************************************************  (    55)  24.1 PCT
         I    DISAGREE
         I
         I
     3.  **************************************************************************************  (    86)  37.7 PCT
         I    AGREE
         I
         I
     4.  *****************************************  (    41)  18.0 PCT
         I    STRONGLY AGREE
         I
         I
     0.  ****  (     3)   1.3 PCT
ISSING)  I
         I
         I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
         0        10        20        30        40        50        60        70        80        90       100
         FREQUENCY
ISTICS..

              2.556              STD ERROR        0.067                     MEDIAN           2.669
              3.000              STD DEV          0.999                     VARIANCE         0.998
=             3.000              MINIMUM          1.000                     MAXIMUM          4.000
   OBSERVATIONS -       225
NG OBSERVATIONS -         3
```

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                              05/22/74          PAGE  138

FILE    ADQ       (CREATION DATE = 05/22/74)    FILE

VARIABLE    VAR015      QUESTION 15

      CODE                SOME PUPILS DON'T KNOW WHAT THEY HAVE TO DO.
             I
        1.   **************************************** (     39)  17.1 PCT
             I    STRONGLY DISAGREE
             I
             I
        2.   ****************************************************** (     53)  23.2 PCT
             I    DISAGREE
             I
             I
        3.   ********************************************************************************* (     80)  35.1 PCT
             I    AGREE
             I
             I
        4.   ***************************************************** (     52)  22.8 PCT
             I    STRONGLY AGREE
             I
             I
        0.   ***** (      4)   1.8 PCT
   (MISSING) I
             I
             I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
             0        10        20        30        40        50        60        70        80        90       100
             FREQUENCY

STATISTICS..

MEAN             2.647            STD ERROR        0.068            MEDIAN           2.750

MODE             3.000            STD DEV          1.022            VARIANCE         1.045

RANGE            3.000            MINIMUM          1.000            MAXIMUM          4.000

VALID   OBSERVATIONS -        224
MISSING OBSERVATIONS -          4
```

BEST COPY AVAILABLE

```
ECTIVE DOMAIN QUESTIONNAIRE                                                  05/22/74        PAGE  139

E   ADD      (CREATION DATE = 05/22/74)   FILE

IABLE   VAR016     QUESTION 16

  CODE                 SOME PUPILS ALWAYS WANT TO DO BEST IN CLASS.
        I
   1.   ******** (     14)   6.1 PCT
        I    STRONGLY DISAGREE
        I
        I
   2.   ********** (     17)   7.5 PCT
        I    DISAGREE
        I
        I
   3.   ******************************************** (     85)  37.3 PCT
        I    AGREE
        I
        I
   4.   ********************************************************* (    111)  48.7 PCT
        I    STRONGLY AGREE
        I
        I
   0.   ** (      1)   0.4 PCT
ISSING) I
        I
        I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
        0        20        40        60        80       100       120       140       160       180       200
        FREQUENCY

TISTICS..

N             3.291            STD ERROR       0.057            MEDIAN          3.471

E             4.000            STD DEV         0.854            VARIANCE        0.729

GE            3.000            MINIMUM         1.000            MAXIMUM         4.000

ID   OBSERVATIONS -        227
SING OBSERVATIONS -          1
```

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                              05/22/74        PAGE  140

FILE    ADQ        (CREATION DATE = 05/22/74)    FILE

VARIABLE    VAR017       QUESTION 17

      CODE                ALL THE CHILDREN UNDERSTAND THEIR WORK.
             I
        1.   *********************************** (      34)  14.9 PCT
             I     STRONGLY DISAGREE
             I
             I
        2.   ******************************************************************** (      67)  29.4 PCT
             I     DISAGREE
             I
             I
        3.   ********************************************************************** (      69)  30.3 PCT
             I     AGREE
             I
             I
        4.   ******************************************************* (      54)  23.7 PCT
             I     STRONGLY AGREE
             I
             I
        0.   ***** (       4)  1.8 PCT
   (MISSING) I
             I
             I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
             0        10        20        30        40        50        60        70        80        90       100
             FREQUENCY

STATISTICS..

MEAN              2.658          STD ERROR        0.068          MEDIAN          2.659
MODE              3.000          STD DEV          1.011          VARIANCE        1.021
RANGE             3.000          MINIMUM          1.000          MAXIMUM         4.000

VALID   OBSERVATIONS -       224
MISSING OBSERVATIONS -         4
```

BEST COPY AVAILABLE

```
FECTIVE DOMAIN QUESTIONNAIRE                                                                    05/22/74        PAGE  141
LE   ADQ       (CREATION DATE = 05/22/74)   FILE
RIABLE   VAR018     QUESTION 16
   CODE                MANY CHILDREN IN THE CLASS PLAY TOGETHER AFTER SCHOOL.
          I
     1.   ************************ (    24)  10.5 PCT
          I    STRONGLY DISAGREE
          I
          I
     2.   ***************************************** (    41)  18.0 PCT
          I    DISAGREE
          I
          I
     3.   ******************************************************************************************* (    87)  38.2 PCT
          I    AGREE
          I
          I
     4.   ************************************************************************ (    72)  31.6 PCT
          I    STRONGLY AGREE
          I
          I
     0.   **** (    4)  1.8 PCT
ISSING)   I
          I
          I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
          0        10        20        30        40        50        60        70        80        90       100
          FREQUENCY
TISTICS..
N              2.924          STD ERROR       0.064           MEDIAN          3.040
E              3.000          STD DEV         0.965           VARIANCE        0.931
GE             3.000          MINIMUM         1.000           MAXIMUM         4.000
ID   OBSERVATIONS -       224
SING OBSERVATIONS -         4
```

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                        05/22/74        PAGE  142

FILE    ADO      (CREATION DATE = 05/22/74)    FILE

VARIABLE   VAR019      QUESTION 19

     CODE                SOMETIMES PUPILS DON'T LIKE THE CLASS.
              I
       1.     ******************************************** (    44)  19.3 PCT
              I    STRONGLY DISAGREE
              I
              I
       2.     ************************************************************ (    60)  26.3 PCT
              I    DISAGREE
              I
              I
       3.     ****************************************************************************** (    78)  34.2 PCT
              I    AGREE
              I
              I
       4.     ******************************************* (    43)  18.9 PCT
              I    STRONGLY AGREE
              I
              I
       0.     **** (     3)   1.3 PCT
 (MISSING)    I
              I
              I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
              0        10        20        30        40        50        60        70        80        90       100
              FREQUENCY

STATISTICS..

MEAN            2.533          STD ERROR       0.068          MEDIAN          2.609

MODE            3.000          STD DEV         1.013          VARIANCE        1.027

RANGE           3.000          MINIMUM         1.000          MAXIMUM         4.000

VALID   OBSERVATIONS -        225
MISSING OBSERVATIONS -          3
```

```
ADQ     (CREATION DATE = 05/22/74)    FILE

LE    VAR020      QUESTION 20

CODE              SOME PUPILS DON'LIKE OTHER PUPILS.
       I
  1.   ******************************************* (    42)  18.4 PCT
       I    STRONGLY DISAGREE
       I
       I
  2.   **************************************************** (    51)  22.4 PCT
       I    DISAGREE
       I
       I
  3.   ************************************************************************************** (    85)  37.3 PCT
       I    AGREE
       I
       I
  4.   ********************************************** (    45)  19.7 PCT
       I    STRONGLY AGREE
       I
       I
  0.   ****** (     5)   2.2 PCT
SING)  I
       I
       I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
       0        10        20        30        40        50        60        70        80        90       100
       FREQUENCY

TICS..

          2.596             STD ERROR       0.068             MEDIAN          2.718

          3.000             STD DEV         1.013             VARIANCE        1.026

          3.000             MINIMUM         1.000             MAXIMUM         4.000

    OBSERVATIONS -        223
G OBSERVATIONS -          5
```

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                              05/22/74        PAGE  144

FILE    ADD        (CREATION DATE = 05/22/74)    FILE

VARIABLE    VAR021      QUESTION 21

      CODE              NOT ALL PUPILS KNOW WHAT IS COMING NEXT IN CLASS.
             I
        1.   ******************************* (    30)  13.2 PCT
             I    STRONGLY DISAGREE
             I
             I
        2.   *********************************************** (    46)  20.2 PCT
             I    DISAGREE
             I
             I
        3.   *************************************************************************************************** (    98)
             I    AGREE
             I
             I
        4.   ************************************************ (    47)  20.6 PCT
             I    STRONGLY AGREE
             I
             I
        0.   ******** (    7)   3.1 PCT
   (MISSING) I
             I
             I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
             0        10        20        30        40        50        60        70        80        90       100
             FREQUENCY

STATISTICS..

MEAN            2.733              STD ERROR       0.064              MEDIAN          2.852

MODE            3.000              STD DEV         0.947              VARIANCE        0.897

RANGE           3.000              MINIMUM         1.000              MAXIMUM         4.000

VALID   OBSERVATIONS -       221
MISSING OBSERVATIONS -         7
```

BEST COPY AVAILABLE

```
ECTIVE DOMAIN QUESTIONNAIRE                                                   05/22/74        PAGE  145

E   ADQ       (CREATION DATE = 05/22/74)    FILE

IABLE    VAR022      QUESTION 22

   CODE               SOME PUPILS ALWAYS SEEM TO FINISH LAST.
         I
     1.  ****************************** (     30)  13.2 PCT
         I     STRONGLY DISAGREE
         I
         I
     2.  ************************************* (     37)  16.2 PCT
         I     DISAGREE
         I
         I
     3.  *************************************************************************************************** (     99)  43.
         I     AGREE
         I
         I
     4.  ************************************************************** (     62)  27.2 PCT
         I     STRONGLY AGREE
         I
         I
     0.  * (      0)    0.0 PCT
ISSING)  I
         I
         I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
         0        10        20        30        40        50        60        70        80        90       100
         FREQUENCY

ATISTICS..

N               2.846                STD ERROR        0.064               MEDIAN          2.975

E               3.000                STD DEV          0.970               VARIANCE        0.941

NGE             3.000                MINIMUM          1.000               MAXIMUM         4.000

LID   OBSERVATIONS -        226
SING OBSERVATIONS -          0
```

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                    05/22/74      PAGE  146

FILE   ADQ      (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR023     QUESTION 23

     CODE                  CHILDREN OFTEN FIND THEIR WORK HARD.
              I
        1.    ***************** (     31)  13.6 PCT
              I     STRONGLY DISAGREE
              I
              I
        2.    *********************** (     44)  19.3 PCT
              I     DISAGREE
              I
              I
        3.    **************************************************** (    101)  44.3 PCT
              I     AGREE
              I
              I
        4.    ************************** (     49)  21.5 PCT
              I     STRONGLY AGREE
              I
              I
        0.    *** (      3)   1.3 PCT
   (MISSING)  I
              I
              I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
              0        20        40        60        80       100       120       140       160       180       200
              FREQUENCY

STATISTICS..

MEAN            2.747          STD ERROR      0.063          MEDIAN        2.871

MODE            3.000          STD DEV        0.951          VARIANCE      0.904

RANGE           3.000          MINIMUM        1.000          MAXIMUM       4.000

VALID   OBSERVATIONS -      225
MISSING OBSERVATIONS -        3
```

BEST COPY AVAILABLE

```
FFECTIVE DOMAIN QUESTIONNAIRE                                                     05/22/74        PAGE 147
ILE    ADU      (CREATION DATE = 05/22/74)   FILE
ARIABLE   VAR024     QUESTION 24
    CODE                CHILDREN IN CLASS ARE GOOD FRIENDS.
           I
      1.   **************************** (     27)  11.8 PCT
           I    STRONGLY DISAGREE
           I
           I
      2.   *************************************************** (     50)  21.9 PCT
           I    DISAGREE
           I
           I
      3.   ************************************************************** (     61)  26.8 PCT
           I    AGREE
           I
           I
      4.   ************************************************************************************** (     85)  37.3 PCT
           I    STRONGLY AGREE
           I
           I
      0.   ****** (      5)   2.2 PCT
(MISSING)  I
           I
           I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
           0        10        20        30        40        50        60        70        80        90       100
           FREQUENCY

TATISTICS..

EAN             2.915          STD ERROR        0.070          MEDIAN          3.066
ODE             4.000          STD DEV          1.043          VARIANCE        1.087
ANGE            3.000          MINIMUM          1.000          MAXIMUM.        4.000

LID    OBSERVATIONS -        223
SSING  OBSERVATIONS -          5
```

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                     05/22/74      PAGE  148

FILE    ADW       (CREATION DATE = 05/22/74)    FILE

VARIABLE   VAR025      QUESTION 25

      CODE                 MOST CHILDREN LIKE SCHOOL THIS YEAR.
               I
         1.    ************ (     21)   9.2 PCT
               I    STRONGLY DISAGREE
               I
               I
         2.    ************** (     26)  11.4 PCT
               I    DISAGREE
               I
               I
         3.    ************************************ (     69)  30.3 PCT
               I    AGREE
               I
               I
         4.    ******************************************************** (    109)  47.8 PCT
               I    STRONGLY AGREE
               I
               I
         0.    *** (      3)   1.3 PCT
   (MISSING)   I
               I
               I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
               0        20        40        60        80       100       120       140       160       180       200
               FREQUENCY

 STATISTICS..

MEAN             3.182           STD ERROR       0.065           MEDIAN          3.449

MODE             4.000           STD DEV         0.972           VARIANCE        0.944

RANGE            3.000           MINIMUM         1.000           MAXIMUM         4.000

VALID   OBSERVATIONS -      225
MISSING OBSERVATIONS -        3
```

BEST COPY AVAILABLE

```
ILE   ADQ        (CREATION DATE = 05/22/74)   FILE

ARIABLE   VAR026      QUESTION 26

    CODE               SOME PUPILS ARE NOT FRIENDLY TO OTHER PUPILS.
           I
      1.   ******************************************************* (     54)  23.7 PCT
           I    STRONGLY DISAGREE
           I
           I
      2.   ********************************************************* (     56)  24.6 PCT
           I    DISAGREE
           I
           I
      3.   ************************************************************************ (     71)  31.1 PCT
           I    AGREE
           I
           I
      4.   ******************************************** (     43)  18.9 PCT
           I    STRONGLY AGREE
           I
           I
      0.   ***** (     4)   1.8 PCT
(MISSING)  I
           I
           I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
           0        10        20        30        40        50        60        70        80        90       100
           FREQUENCY

TATISTICS..

EAN              2.460            STD ERROR      0.071            MEDIAN         2.528
ODE              3.000            STD DEV        1.058            VARIANCE       1.119
ANGE             3.000            MINIMUM        1.000            MAXIMUM        4.000

ALID    OBSERVATIONS -       224
ISSING OBSERVATIONS -         4
```

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                        05/22/74          PAGE  150
FILE    ADG        (CREATION DATE = 05/22/74)   FILE
VARIABLE   VAR027      QUESTION 27
     CODE                  CHILDREN KNOW WHAT WORK THEY HAVE TO DO.
                I
          1.    **************************************** (     40)  17.5 PCT
                I    STRONGLY DISAGREE
                I
                I
          2.    *********************************************************** (     59)  25.9 PCT
                I    DISAGREE
                I
                I
          3.    ************************************************************ (     60)  26.3 PCT
                I    AGREE
                I
                I
          4.    ************************************************************** (     62)  27.2 PCT
                I    STRONGLY AGREE
                I
                I
          0.    ******** (      7)   3.1 PCT
   (MISSING)    I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        10        20        30        40        50        60        70        80        90       100
                FREQUENCY
STATISTICS..

MEAN             2.652            STD ERROR        0.072            MEDIAN           2.692
MODE             4.000            STD DEV          1.075            VARIANCE         1.155
RANGE            3.000            MINIMUM          1.000            MAXIMUM          4.000

VALID   OBSERVATIONS -        221
MISSING OBSERVATIONS -          7
```

314

BEST COPY AVAILABLE

```
ELTIVE DOMAIN QUESTIONNAIRE                                      05/22/74        PAGE  151

L   ADQ      (CREATION DATE = 05/22/74)   FILE

IABLE    VAR028     QUESTION 28

   CODE              SOME PUPILS ALWAYS DO BETTER THAN THE REST OF THE CLASS.
           I
      1.   ************************ (     23)  10.1 PCT
           I     STRONGLY DISAGREE
           I
           I
      2.   ***************************** (     28)  12.3 PCT
           I     DISAGREE
           I
           I
      3.   **************************************************************************************** (     87)  38.2 PCT
           I     AGREE
           I
           I
      4.   **************************************************************************************** (     87)  38.2 PCT
           I     STRONGLY AGREE
           I
           I
      0.   **** (      3)    1.3 PCT
ISSING)    I
           I
           I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
           0        10        20        30        40        50        60        70        80        90       100
           FREQUENCY

TISTICS..

AN              3.058                 STD ERROR        0.064                 MEDIAN           3.207

E               4.000                 STD DEV          0.960                 VARIANCE         0.921

NGE             3.000                 MINIMUM          1.000                 MAXIMUM          4.000

LID   OBSERVATIONS -         225
SSING OBSERVATIONS -           3
```

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                          05/22/74      PAGE  152

FILE   ADQ       (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR029     QUESTION 29

     CODE              ONLY THE SMART PUPILS CAN DO THEIR WORK.
              I
      1.      *************************************** (    39)  17.1 PCT
              I    STRONGLY DISAGREE
              I
              I
      2.      ******************************************************* (    55)  24.1 PCT
              I    DISAGREE
              I
              I
      3.      **************************************************************** (    64)  28.1 PCT
              I    AGREE
              I
              I
      4.      ******************************************************************** (    68)  29.8 PCT
              I    STRONGLY AGREE
              I
              I
      0.      *** (     2)   0.9 PCT
  (MISSING)   I
              I
              I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
              0        10        20        30        40        50        60        70        80        90       100
              FREQUENCY

STATISTICS..

MEAN              2.712            STD ERROR         0.072            MEDIAN            2.797

MODE              4.000            STD DEV           1.076            VARIANCE          1.157

RANGE             3.000            MINIMUM           1.000            MAXIMUM           4.000

VALID    OBSERVATIONS -       226
MISSING  OBSERVATIONS -         2
```

316

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                         05/22/74       PAGE 153

FILE   ADQ       (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR030      QUESTION 30

     CODE              CHILDREN HAVE SECRETS WITH OTHER CHILDREN IN THE CLASS.
             I
        1.   *************************** (     27)  11.8 PCT
             I    STRONGLY DISAGREE
             I
             I
        2.   ******************************************** (     44)  19.3 PCT
             I    DISAGREE
             I
             I
        3.   ********************************************************************************** (     82)  36.0 PCT
             I    AGREE
             I
             I
        4.   ********************************************************************** (     70)  30.7 PCT
             I    STRONGLY AGREE
             I
             I
        0.   ***** (      5)   2.2 PCT
   (MISSING) I
             I
             I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
             0        10        20        30        40        50        60        70        80        90       100
             FREQUENCY

STATISTICS..

MEAN            2.674             STD ERROR      0.066            MEDIAN        2.994

MODE            3.000             STD DEV        0.992            VARIANCE      0.984

RANGE           3.000             MINIMUM        1.000            MAXIMUM       4.000

VALID   OBSERVATIONS -      223
MISSING OBSERVATIONS -        5
```

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                          05/22/74        PAGE  154

FILE    ADU       (CREATION DATE = 05/22/74)    FILE

VARIABLE    VAR031       QUESTION 31

      CODE              MOST CHILDREN LIKE THE CLASS.
               I
         1.    ******* (     11)   4.8 PCT
               I    STRONGLY DISAGREE
               I
               I
         2.    **************** (    30)  13.2 PCT
               I    DISAGREE
               I
               I
         3.    ************************************ (     70)  30.7 PCT
               I    AGREE
               I
               I
         4.    *********************************************************** (   115)  50.4 PCT
               I    STRONGLY AGREE
               I
               I
         0.    ** (      2)   0.9 PCT
    (MISSING)  I
               I
               I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
               0        20        40        60        80       100       120       140       160       180       200
               FREQUENCY

STATISTICS..

MEAN            3.279              STD ERROR        0.058              MEDIAN           0.0

MODE            4.000              STD DEV          0.873              VARIANCE         0.762

RANGE           3.000              MINIMUM          1.000              MAXIMUM          4.000

VALID   OBSERVATIONS -        226
MISSING OBSERVATIONS -          2
```

318

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE
FILE    ADO      (CREATION DATE = 05/22/74)   FILE                                    05/22/74        PAGE  155
VARIABLE   VAR032     QUESTION 32
      CODE                 CHILDREN DON'T ALWAYS AGREE.
                I
         1.     ******************** (    37)  16.2 PCT
                I    STRONGLY DISAGREE
                I
                I
         2.     ************************** (    49)  21.5 PCT
                I    DISAGREE
                I
                I
         3.     **************************************************** (   102)  44.7 PCT
                I    AGREE
                I
                I
         4.     ******************** (    37)  16.2 PCT
                I    STRONGLY AGREE
                I
                I
         0.     *** (     3)   1.3 PCT
   (MISSING)    I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        20        40        60        80       100       120       140       160       180       200
                FREQUENCY

STATISTICS..

MEAN             2.618          STD ERROR        0.063          MEDIAN           2.760
MODE             3.000          STD DEV          0.948          VARIANCE         0.898
RANGE            3.000          MINIMUM          1.000          MAXIMUM          4.000

VALID   OBSERVATIONS -       225
MISSING OBSERVATIONS -         3
```

BEST COPY AVAILABLE

319

```
AFFECTIVE DOMAIN QUESTIONNAIRE
FILE    ADQ       (CREATION DATE = 05/22/74)   FILE                                          05/22/74         PAGE  156
VARIABLE    VAR033      QUESTION 33
      CODE
            I                 MOST PUPILS KNOW WHAT THE LESSON IS ABOUT.
        1.  ************************** (     26)  11.4 PCT
            I     STRONGLY DISAGREE
            I
            I
        2.  ************************************************************ (     60)  26.3 PCT
            I     DISAGREE
            I
            I
        3.  *************************************************************************************** (     87)  38.2 PCT
            I     AGREE
            I
            I
        4.  **************************************************** (     52)  22.8 PCT
            I     STRONGLY AGREE
            I
            I
        0.  **** (      3)   1.3 PCT
   (MISSING) I
            I
            I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
            0        10        20        30        40        50        60        70        80        90       100
            FREQUENCY
STATISTICS..
MEAN              2.733          STD ERROR        0.063          MEDIAN           2.805
MODE              3.000          STD DEV          0.945          VARIANCE         0.893
RANGE             3.000          MINIMUM          1.000          MAXIMUM          4.000
VALID   OBSERVATIONS -     225
MISSING OBSERVATIONS -       3
```

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                              05/22/74        PAGE  157

FILE   A[illegible]0       (CREATION DATE = 05/22/74)   FILE

VARIABLE    VAR034       QUESTION 34

      CODE                SOME PUPILS ALWAYS TRY TO DO THEIR WORK BETTER THAN THE OTHERS.
                  I
            1.    ******** (     14)    6.1 PCT
                  I    STRONGLY DISAGREE
                  I
                  I
            2.    ************** (     28)  12.3 PCT
                  I    DISAGREE
                  I
                  I
            3.    **************************************** (     80)  35.1 PCT
                  I    AGREE
                  I
                  I
            4.    *************************************************** (    102)  44.7 PCT
                  I    STRONGLY AGREE
                  I
                  I
            0.    *** (      4)    1.8 PCT
       (MISSING)  I
                  I
                  I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                  0        20        40        60        80       100       120       140       160       180       200
                  FREQUENCY

STATISTICS..

MEAN             3.205            STD ERROR       0.059            MEDIAN          3.375

MODE             4.000            STD DEV         0.890            VARIANCE        0.792

RANGE            3.000            MINIMUM         1.000            MAXIMUM         4.000

VALID   OBSERVATIONS -       224
MISSING OBSERVATIONS -         4
```

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                          05/22/74        PAGE  158

FILE   ADQ      (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR035     QUESTION 35

      CODE               SCHOOL WORK IS HARD TO DO.
             I
          1. ************************************************* (    48)  21.1 PCT
             I    STRONGLY DISAGREE
             I
             I
          2. ********************************************************************* (    68)  29.8 PCT
             I    DISAGREE
             I
             I
          3. ******************************************************************* (    66)  28.9 PCT
             I    AGREE
             I
             I
          4. ****************************************** (    41)  18.0 PCT
             I    STRONGLY AGREE
             I
             I
          0. ****** (     5)   2.2 PCT
   (MISSING) I
             I
             I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
             0        10        20        30        40        50        60        70        80        90       100
             FREQUENCY

 STATISTICS..

 MEAN          2.446              STD ERROR      0.069              MEDIAN          2.434

 MODE          2.000              STD DEV        1.025              VARIANCE        1.050

 RANGE         3.000              MINIMUM        1.000              MAXIMUM         4.000

 VALID   OBSERVATIONS -       223
 MISSING OBSERVATIONS -         5
```

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                       05/22/74      PAGE 159

FILE   ADQ       (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR036      QUESTION 36
                          SOME PUPILS ARE NOT GOOD FRIENDS WITH OTHER PUPILS.
      CODE
                 I
          1.     ******************************************** (    44)  19.3 PCT
                 I    STRONGLY DISAGREE
                 I
                 I
          2.     ************************************************** (    50)  21.9 PCT
                 I    DISAGREE
                 I
                 I
          3.     ****************************************************************************************** (    90)  39.5 PC
                 I    AGREE
                 I
                 I
          4.     **************************************** (    40)  17.5 PCT
                 I    STRONGLY AGREE
                 I
                 I
          0.     **** (     4)   1.8 PCT
     (MISSING)   I
                 I
                 I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                 0        10        20        30        40        50        60        70        80        90       100
                 FREQUENCY

STATISTICS..

MEAN             2.563          STD ERROR        0.067          MEDIAN           2.700
MODE             3.000          STD DEV          1.000          VARIANCE         1.001
RANGE            3.000          MINIMUM          1.000          MAXIMUM          4.000

VALID   OBSERVATIONS -         224
MISSING OBSERVATIONS -           4
```

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                          05/22/74        PAGE  160

FILE   ADQ       (CREATION DATE = 05/22/74)    FILE

VARIABLE    VAR037      QUESTION 37

      CODE               THE CLASS IS FUN.
            I
        1.  ************ (     23)  10.1 PCT
            I     STRONGLY DISAGREE
            I
            I
        2.  ****************** (     36)  15.8 PCT
            I     DISAGREE
            I
            I
        3.  ****************************** (     60)  26.3 PCT
            I     AGREE
            I
            I
        4.  **************************************************** (    104)  45.6 PCT
            I     STRONGLY AGREE
            I
            I
        0.  **** (      5)   2.2 PCT
   (MISSING) I
            I
            I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
            0        20        40        60        80       100       120       140       160       180       200
            FREQUENCY

STATISTICS..

MEAN            3.059          STD ERROR      0.068          MEDIAN         3.375

MODE            4.000          STD DEV        1.017          VARIANCE       1.035

RANGE           3.000          MINIMUM        1.000          MAXIMUM        4.000

VALID   OBSERVATIONS -       223
MISSING OBSERVATIONS -         5
```

```
FILE    AQQ        (CREATION DATE = 05/22/74)    FILE

VARIABLE    VAR038      QUESTION 38

     CODE              SOME CHILDREN DON'T LIKE OTHER CHILDREN.
             I
        1.   ****************************************************** (    53)  23.2 PCT
             I    STRONGLY DISAGREE
             I
             I
        2.   **************************************** (    39)  17.1 PCT
             I    DISAGREE
             I
             I
        3.   ****************************************************************************************************** (    88)  38.6 PCT
             I    AGREE
             I
             I
        4.   ***************************************** (    40)  17.5 PCT
             I    STRONGLY AGREE
             I
             I
        0.   ********* (     8)   3.5 PCT
   (MISSING) I
             I
             I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
             0        10        20        30        40        50        60        70        80        90       100
             FREQUENCY

STATISTICS..

MEAN              2.523          STD ERROR        0.071           MEDIAN            2.705
MODE              3.000          STD DEV          1.049           VARIANCE          1.100
RANGE             3.000          MINIMUM          1.000           MAXIMUM           4.000

VALID   OBSERVATIONS -        220
MISSING OBSERVATIONS -          8
```

BEST COPY AVAILABLE

325

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                          05/22/74        PAGE  162

FILE    ADQ        (CREATION DATE = 05/22/74)    FILE

VARIABLE    VAR039      QUESTION 39

      CODE                 PUPILS ARE SOMETIMES NOT SURE WHAT THEY MUST DO.
                I
        1.      *************** (     30)  13.2 PCT
                I     STRONGLY DISAGREE
                I
                I
        2.      ******************* (     38)  16.7 PCT
                I     DISAGREE
                I
                I
        3.      **************************************************** (    104)  45.6 PCT
                I     AGREE
                I
                I
        4.      ************************** (     51)  22.4 PCT
                I     STRONGLY AGREE
                I
                I
        0.      **** (      5)   2.2 PCT
    (MISSING)   I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        20        40        60        80       100       120       140       160       180       200
                FREQUENCY

STATISTICS..

MEAN            2.769              STD ERROR       0.063              MEDIAN          2.918
MODE            3.000              STD DEV         0.947              VARIANCE        0.897
RANGE           3.000              MINIMUM         1.000              MAXIMUM         4.000

VALID   OBSERVATIONS -         223
MISSING OBSERVATIONS -           5
```

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                  05/22/74        PAGE  163
FILE    ADQ        (CREATION DATE = 05/22/74)    FILE
VARIABLE    VAR040      QUESTION 40
      CODE                PUPILS ALWAYS TRY TO GET THE BEST MARK ON A TEST.
            I
       1.   ******** (      14)    6.1 PCT
            I    STRONGLY DISAGREE
            I
            I
       2.   *********** (      20)    8.8 PCT
            I    DISAGREE
            I
            I
       3.   ************************************ (      70)   30.7 PCT
            I    AGREE
            I
            I
       4.   ************************************************************* (     120)   52.6 PCT
            I    STRONGLY AGREE
            I
            I
       0.   *** (       4)    1.8 PCT
  (MISSING) I
            I
            I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
            0        20        40        60        80       100       120       140       160       180       200
            FREQUENCY

STATISTICS..

MEAN             3.321            STD ERROR        0.059            MEDIAN           0.0
MODE             4.000            STD DEV          0.880            VARIANCE         0.775
RANGE            3.000            MINIMUM          1.000            MAXIMUM          4.000

VALID   OBSERVATIONS -       224
MISSING OBSERVATIONS -         4
```

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                      05/22/74     PAGE  164

FILE    ADQ        (CREATION DATE = 05/22/74)    FILE

VARIABLE    VAR041      QUESTION 41

      CODE                MOST PUPILS KNOW HOW TO DO THEIR SCHOOLWORK.
                I
         1.    ********* (     16)   7.0 PCT
                I     STRONGLY DISAGREE
                I
                I
         2.    ********************* (     41)  18.0 PCT
                I     DISAGREE
                I
                I
         3.    **************************************************** (     103)  45.2 PCT
                I     AGREE
                I
                I
         4.    ******************************** (     62)  27.2 PCT
                I     STRONGLY AGREE
                I
                I
         0.    **** (      6)   2.6 PCT
   (MISSING)    I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        20        40        60        80       100       120       140       160       180       200
               FREQUENCY

STATISTICS..

MEAN             2.950              STD ERROR        0.058                  MEDIAN           3.024

MODE             3.000              STD DEV          0.868                  VARIANCE         0.753

RANGE            3.000              MINIMUM          1.000                  MAXIMUM          4.000

VALID    OBSERVATIONS -        222
MISSING  OBSERVATIONS -          6
```

BEST COPY AVAILABLE

328

```
AFFECTIVE DOMAIN QUESTIONNAIRE
FILE   ADQ      (CREATION DATE = 05/22/74)   FILE                                   05/22/74        PAGE  165
VARIABLE   VAR042     QUESTION 42
      CODE                ALL OF THE CHILDREN KNOW EACH OTHER WELL.
             I
         1.  *********************** (    22)   9.6 PCT
             I    STRONGLY DISAGREE
             I
             I
         2.  ********************************************** (    45)  19.7 PCT
             I    DISAGREE
             I
             I
         3.  ********************************************************************************** (    81)  35.5 PCT
             I    AGREE
             I
             I
         4.  *************************************************************************** (    74)  32.5 PCT
             I    STRONGLY AGREE
             I
             I
         0.  ******* (     6)   2.6 PCT
    (MISSING) I
             I
             I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
             0        10        20        30        40        50        60        70        80        90       100
             FREQUENCY
STATISTICS..
MEAN            2.932          STD ERROR       0.065          MEDIAN          3.043
MODE            3.000          STD DEV         0.965          VARIANCE        0.932
RANGE           3.000          MINIMUM         1.000          MAXIMUM         4.000
VALID   OBSERVATIONS -     222
MISSING OBSERVATIONS -       6
```

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                                   05/22/74          PAGE  166

FILE    ADQ        (CREATION DATE = 05/22/74)    FILE

VARIABLE   VAR043      QUESTION 43

      CODE                 MOST OF THE PUPILS LIKE THEIR CLASS.
                I
         1.     ******************* (    19)   8.3 PCT
          *     I     STRONGLY DISAGREE
                I
                I
         2.     ********************************** (    34)  14.9 PCT
                I     DISAGREE
                I
                I
         3.     ******************************************************************************* (    79)  34.6 PCT
                I     AGREE
                I
                I
         4.     ********************************************************************************************* (    93)  40.8 P
                I     STRONGLY AGREE
                I
                I
         0.     **** (     3)    1.3 PCT
    (MISSING)   I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        10        20        30        40        50        60        70        80        90       100
                FREQUENCY

STATISTICS..

MEAN              3.093              STD ERROR        0.063              MEDIAN            3.253
MODE              4.000              STD DEV          0.947              VARIANCE          0.897
RANGE             3.000              MINIMUM          1.000              MAXIMUM           4.000

VALID    OBSERVATIONS -         225
MISSING OBSERVATIONS -            3
```

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                             05/22/74        PAGE  167

FILE    ADQ        (CREATION DATE = 05/22/74)    FILE

VARIABLE    VAR044       QUESTION 44

       CODE                CERTAIN PUPILS ALWAYS WANT TO HAVE THEIR OWN WAY.
                 I
         1.      ************************************* (     36)  15.8 PCT
                 I    STRONGLY DISAGREE
                 I
                 I
         2.      **************************************** (     39)  17.1 PCT
                 I    DISAGREE
                 I
                 I
         3.      ******************************************************************************************** (     91)  39.9 PCT
                 I    AGREE
                 I
                 I
         4.      ************************************************************** (     61)  26.8 PCT
                 I    STRONGLY AGREE
                 I
                 I
         0.      ** (      1)   0.4 PCT
    (MISSING)    I
                 I
                 I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                 0        10        20        30        40        50        60        70        80        90       100
                 FREQUENCY

STATISTICS..

MEAN              2.760            STD ERROR        0.067            MEDIAN           2.923
MODE              3.000            STD DEV          1.015            VARIANCE         1.031
RANGE             3.000            MINIMUM          1.000            MAXIMUM          4.000

VALID   OBSERVATIONS -         227
MISSING OBSERVATIONS -           1
```

337

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                    05/22/74        PAGE  168

FILE   ADQ       (CREATION DATE = 05/22/74)    FILE

VARIABLE   VAR045      QUESTION 45
                       THE CLASS ALWAYS KNOWS WHAT WORK IT MUST DO.
      CODE
               I
         1.    ************************************ (    36)  15.8 PCT
               I    STRONGLY DISAGREE
               I
               I
         2.    ******************************************************************* (    67)  29.4 PCT
               I    DISAGREE
               I
               I
         3.    ***************************************************************************** (    77)  33.8 PCT
               I    AGREE
               I
               I
         4.    ********************************************* (    45)  19.7 PCT
               I    STRONGLY AGREE
               I
               I
         0.    **** (     3)   1.3 PCT
     (MISSING) I
               I
               I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
               0        10        20        30        40        50        60        70        80        90       100
               FREQUENCY

STATISTICS..

MEAN            2.562          STD ERROR       0.066          MEDIAN          2.623

MODE            3.000          STD DEV         0.984          VARIANCE        0.968

RANGE           3.000          MINIMUM         1.000          MAXIMUM         4.000

VALID   OBSERVATIONS -         225
MISSING OBSERVATIONS -           3
```

BEST COPY AVAILABLE

```
LE   ADU       (CREATION DATE = 05/22/74)    FILE

RIABLE   VAR046       QUESTION 46

   CODE                HOW OFTEN DO YOU LIKE TO BE READ TO BY ADULTS LIKE YOUR
                       MOTHER, YOUR TEACHER, ETC.?
          I
      1.  ****************** (    36)  15.8 PCT
          I    NEVER
          I
          I
      2.  ************** (    27)  11.8 PCT
          I    ONCE A MONTH
          I
          I
      3.  ******************* (    38)  16.7 PCT
          I    ONCE A WEEK
          I
          I
      4.  *************************************************************** (   125)  54.8 PCT
          I    DAILY
          I
          I
      0.  ** (     2)   0.9 PCT
MISSING)  I
          I
          I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
          0        20        40        60        80       100       120       140       160       180       200
          FREQUENCY

ATISTICS..

AN              3.115             STD ERROR        0.076            MEDIAN          0.0
DE              4.000             STD DEV          1.141            VARIANCE        1.302
NGE             3.000             MINIMUM          1.000            MAXIMUM         4.000

LID   OBSERVATIONS -        226
SSING OBSERVATIONS -          2
```

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                        05/22/74        PAGE  170

FILE    ADG       (CREATION DATE = 05/22/74)    FILE

VARIABLE    VAR047      QUESTION 47
                        HOW OFTEN DO YOU LOOK THROUGH MAGAZINES, BOOKS, COMIC
      CODE              BOOKS OR NEWSPAPERS?
                I
         1.     ****************************************** (     42)  18.4 PCT
                I      NEVER
                I
                I
         2.     ******************************** (     32)  14.0 PCT
                I      ONCE A MONTH
                I
                I
         3.     ***************************************************************** (     65)  28.5 PCT
                I      ONCE A WEEK
                I
                I
         4.     *************************************************************************************** (     87)  38.2 PCT
                I      DAILY
                I
                I
         0.     *** (      2)   0.9 PCT
     (MISSING)  I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        10        20        30        40        50        60        70        80        90       100
                FREQUENCY

STATISTICS..

MEAN             2.872           STD ERROR       0.075             MEDIAN          3.100
MODE             4.000           STD DEV         1.122             VARIANCE        1.259
RANGE            3.000           MINIMUM         1.000             MAXIMUM         4.000

VALID    OBSERVATIONS -        226
MISSING OBSERVATIONS -          2
```

```
FFECTIVE DOMAIN QUESTIONNAIRE                                          05/22/74        PAGE 171
ILE   ADG      (CREATION DATE = 05/22/74)   FILE
ARIABLE    VAR048     QUESTION 48
     CODE               HOW OFTEN DO YOU TELL SOMEONE ELSE ABOUT SOMETHING YOU ENJOYED IN
            I           A BOOK, MAGAZINE, COMIC BOOK OR NEWSPAPER?
       1.   ******************************************************** (    56)  24.6 PCT
            I    NEVER
            I
            I
       2.   ********************************* (    33)  14.5 PCT
            I
            I    ONCE A MONTH
            I
       3.   ********************************************************** (    58)  25.4 PCT
            I
            I    ONCE A WEEK
            I
       4.   ******************************************************************************* (    79)  34.6 PCT
            I
            I    DAILY
            I
       0.   *** (     2)   0.9 PCT
   (MISSING)I
            I
            I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
            0        10        20        30        40        50        60        70        80        90       100
            FREQUENCY
TATISTICS..

EAN          2.708           STD ERROR       0.079            MEDIAN          2.914
ODE          4.000           STD DEV         1.186            VARIANCE        1.408
ANGE         3.000           MINIMUM         1.000            MAXIMUM         4.000

ALID   OBSERVATIONS -        226
ISSING OBSERVATIONS -          2
```

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                    05/22/74        PAGE  172

FILE   ADU      (CREATION DATE = 05/22/74)   FILE .

VARIABLE   VAR049      QUESTION 49

      CODE             HOW DO YOU FEEL WHEN YOUR GROUP IS CALLED UPON TO READ?
              I
        1.    *************** (    29)  12.7 PCT
              I     VERY UNHAPPY
              I
              I
        2.    ***** (     9)   3.9 PCT
              I     UNHAPPY
              I
              I
        3.    ************************ (    48)  21.1 PCT
              I     HAPPY
              I
              I
        4.    ********************************************************************* (   137)  60.1 PCT
              I     VERY HAPPY
              I
              I
        0.    *** (     5)   2.2 PCT
   (MISSING)  I
              I
              I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
              0        20        40        60        80       100       120       140       160       180       200
              FREQUENCY

STATISTICS..

MEAN             3.514          STD ERROR       0.070              MEDIAN          0.0
MODE             4.000          STD DEV         1.040              VARIANCE        1.081
RANGE            3.000          MINIMUM         1.000              MAXIMUM         4.000

VALID   OBSERVATIONS -        223
MISSING OBSERVATIONS -          5
```

BEST COPY AVAILABLE

```
FILE   ADG       (CREATION DATE = 05/22/74)    FILE

VARIABLE   VAR050      QUESTION 50

     CODE                ARE YOU ABLE TO KEEP TRACK OF YOUR OWN SPENDING MONEY?
              I
       1.     ************ (    21)   9.2 PCT
              I     NEVER
              I
              I
       2.     ************************ (    45)  19.7 PCT
              I     SOMETIMES
              I
              I
       3.     ************* (    24)  10.5 PCT
              I     USUALLY
              I
              I
       4.     ******************************************************************* (   132)  57.9 PCT
              I     ALWAYS
              I
              I
       0.     **** (     6)   2.6 PCT
   (MISSING)  I
              I
              I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
              0        20        40        60        80       100       120       140       160       180       200
              FREQUENCY

STATISTICS..

MEAN            3.203            STD ERROR         0.072             MEDIAN            0.0
MODE            4.000            STD DEV           1.068             VARIANCE          1.140
RANGE           3.000            MINIMUM           1.000             MAXIMUM           4.000

VALID   OBSERVATIONS -        222
MISSING OBSERVATIONS -          6
```

BEST COPY AVAILABLE

```
FILE   ADD      (CREATION DATE = 05/22/74)   FILE

VARIABLE  VAR051     QUESTION 51

     CODE              DO YOU KNOW THAT THE CLERK GIVES YOU CORRECT CHANGE WHEN YOU BUY SOMETHING?
             I
        1.   ************* (    24)  10.5 PCT
             I    NEVER
             I
             I
        2.   *********************** (    43)  18.9 PCT
             I    SOMETIMES
             I
             I
        3.   ********************* (    40)  17.5 PCT
             I    USUALLY
             I
             I
        4.   ************************************************************ (   118)  51.8 PCT
             I    ALWAYS
             I
             I
        0.   *** (     3)  1.3 PCT
   (MISSING) I
             I
             I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
             0        20        40        60        80       100       120       140       160       180       200
             FREQUENCY

STATISTICS..

MEAN          3.120             STD ERROR       0.071               MEDIAN          0.0

MODE          4.000             STD DEV         1.064               VARIANCE        1.133

RANGE         3.000             MINIMUM         1.000               MAXIMUM         4.000

VALID   OBSERVATIONS -       225
MISSING OBSERVATIONS -         3
```

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                               05/22/74         PAGE  175

FILE   ADQ       (CREATION DATE = 05/22/74)    FILE

VARIABLE    VAR052      QUESTION 52
                        DO YOU USE THE CLOCK TO HELP YOU KEEP TRACK OF THE TIME (FAVORITE
      CODE              T.V. SHOW, TIME TO GO HOME ETC.)?
             I
        1.   ************* (    24)  10.5 PCT
             I    NEVER
             I
             I
        2.   ************************ (    45)  19.7 PCT
             I    SOMETIMES
             I
             I
        3.   ****************** (    33)  14.5 PCT
             I    USUALLY
             I
             I
        4.   ************************************************************** (   121)  53.1 PCT
             I    ALWAYS
             I
             I
        0.   **** (     5)   2.2 PCT
   (MISSING) I
             I
             I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
             0        20        40        60        80       100       120       140       160       180       200
             FREQUENCY

STATISTICS..

MEAN          3.126          STD ERROR       0.072                MEDIAN        0.0
MODE          4.000          STD DEV         1.079                VARIANCE      1.164
RANGE         3.000          MINIMUM         1.000                MAXIMUM       4.000

VALID   OBSERVATIONS -        223
MISSING OBSERVATIONS -          5
```

BEST COPY AVAILABLE

```
FILE   ADQ      (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR053     QUESTION 53
                      HOW OFTEN DO YOU USE NUMBERS AT HOME (COUNTING OUT
     CODE             EQUAL SHARES OF CANDY, SETTING THE TABLE ETC.)?
            I
       1.   ******************* (     36)  15.8 PCT
            I    NEVER
            I
            I
       2.   ********** (     17)   7.5 PCT
            I
            I    ONCE A MONTH
            I
       3.   ******************** (     37)  16.2 PCT
            I    ONCE A WEEK
            I
            I
       4.   ******************************************************************** (    133)  58.3 PCT
            I    DAILY
            I
            I
       0.   **** (      5)   2.2 PCT
  (MISSING) I
            I
            I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
            0        20        40        60        80       100       120       140       160       180       200
            FREQUENCY

STATISTICS..

MEAN            3.197          STD ERROR      0.076          MEDIAN        0.0
MODE            4.000          STD DEV        1.134          VARIANCE      1.285
RANGE           3.000          MINIMUM        1.000          MAXIMUM       4.000

VALID   OBSERVATIONS -      223
MISSING OBSERVATIONS -        5
```

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                    05/22/74        PAGE  177

FILE    ADQ       (CREATION DATE = 05/22/74)    FILE

VARIABLE    VAR054      QUESTION 54

      CODE              HOW OFTEN DO YOU PLAY NUMBER  GAMES (CARDS, DICE ETC.)?
              I
         1.   ********************************************* (    45)  19.7 PCT
              I    NEVER
              I
              I
         2.   ***************************** (    29)  12.7 PCT
              I    ONCE A MONTH
              I
              I
         3.   *************************************************************** (    63)  27.6 PCT
              I    ONCE A WEEK
              I
              I
         4.   ************************************************************************************** (    86)  37.7 PCT
              I    DAILY
              I
              I
         0.   ***** (     5)   2.2 PCT
   (MISSING)  I
              I
              I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
              0        10        20        30        40        50        60        70        80        90       100
              FREQUENCY

STATISTICS..

MEAN              2.852           STD ERROR       0.077               MEDIAN          3.095

MODE              4.000           STD DEV         1.143               VARIANCE        1.307

RANGE             3.000           MINIMUM         1.000               MAXIMUM         4.000

VALID   OBSERVATIONS -       223
MISSING OBSERVATIONS -         5
```

BEST COPY AVAILABLE

```
                                                                                  05/22/74        PAGE  178
FECTIVE DOMAIN QUESTIONNAIRE

LE   ADU       (CREATION DATE = 05/22/74)   FILE

ARIABLE   VAR055      QUESTION 55
                     HOW OFTEN DO YOU OBEY STREET SIGNS WHILE WALKING TO AND FROM SCHOOL?
    CODE
            I
        1.  ************** (     25)  11.0 PCT
            I     NEVER
            I
            I
        2.  ***************** (     29)  12.7 PCT
            I     SOMETIMES
            I
            I
        3.  ********* (     16)   7.0 PCT
            I     USUALLY
            I
            I
        4.  *************************************************************************** (     150)  65.8 PCT
            I     ALWAYS
            I
            I
        0.  ***** (      8)   3.5 PCT
   (MISSING)  I
            I
            I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
            0        20        40        60        80       100       120       140       160       180       200
            FREQUENCY

STATISTICS..
MEAN            3.323          STD ERROR        0.073          MEDIAN          0.0
MODE            4.000          STD DEV          1.081          VARIANCE        1.169
RANGE           3.000          MINIMUM          1.000          MAXIMUM         4.000

VALID    OBSERVATIONS -       220
MISSING  OBSERVATIONS -         8
```

BEST COPY AVAILABLE

```
FILE    ALG        (CREATION DATE = 05/22/74)    FILE  .
VARIABLE    VAR056      QUESTION 56
       CODE              DO YOU OBEY SCHOOL RULES OF CONDUCT.(NO RUNNING ON THE STEPS)?
               I
          1.   ***************** (     32)  14.0 PCT
               I     NEVER
               I
               I
          2.   ************************** (     50)  21.9 PCT
               I     SOMETIMES
               I
               I
          3.   ************** (     25)  11.0 PCT
               I     USUALLY
               I
               I
          4.   ********************************************************** (    113)  49.6 PCT
               I     ALWAYS
               I
               I
          0.   ***** (      8)   3.5 PCT
   (MISSING)   I
               I
               I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
               0        20        40        60        80       100       120       140       160       180       200
               FREQUENCY

STATISTICS..

MEAN              2.995          STD ERROR         0.078          MEDIAN            0.0
MODE              4.000          STD DEV           1.153          VARIANCE          1.329
RANGE             3.000          MINIMUM           1.000          MAXIMUM           4.000

VALID   OBSERVATIONS -        220
MISSING OBSERVATIONS -          8
```

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                        05/22/74        PAGE  180

FILE    ADQ        (CREATION DATE = 05/22/74)    FILE  .

VARIABLE   VAR057       QUESTION 57

     CODE                   DO YOU FEEL COMMUNITY HELPERS ARE YOUR FRIENDS (POLICEMAN,
                            MAILMAN, FIREMAN)?
            I
       1.   ******* (      12)    5.3 PCT
            I     NEVER
            I
            I
       2.   ******************* (     37)  16.2 PCT
            I     SOMETIMES
            I
            I
       3.   ******** (      15)    6.6 PCT
            I     USUALLY
            I
            I
       4.   ******************************************************************************** (     160)  70.2 PCT
            I     ALWAYS
            I
            I
       0.   *** (       4)    1.8 PCT
   (MISSING)I
            I
            I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
            0        20        40        60        80       100       120       140       160       180       200
            FREQUENCY

STATISTICS..

MEAN              3.442          STD ERROR       0.063                  MEDIAN          0.0
MODE              4.000          STD DEV         0.950                  VARIANCE        0.902
RANGE             3.000          MINIMUM         1.000                  MAXIMUM         4.000

VALID   OBSERVATIONS -        224
MISSING OBSERVATIONS -          4
```

BEST COPY AVAILABLE

344

```
FILE   ADQ      (CREATION DATE = 05/22/74)   FILE  .

VARIABLE   VAR058      QUESTION 58
                       DO YOU TAKE PRIDE IN YOUR NEIGHBORHOOD BY SHOWING RESPECT FOR PRO-
      CODE             PERTY (HOMES, STORES, LAWNS)?
               I
         1.    ************ (    22)   9.6 PCT
               I     NEVER
               I
               I
         2.    ********************* (    39)  17.1 PCT
               I     SOMETIMES
               I
               I
         3.    ******************** (    38)  16.7 PCT
               I     USUALLY
               I
               I
         4.    ************************************************************** (   123)  53.9 PCT
               I     ALWAYS
               I
               I
         0.    **** (     6)   2.6 PCT
   (MISSING)   I
               I
               I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
               0        20        40        60        80       100       120       140       160       180       200
               FREQUENCY

STATISTICS..

MEAN              3.160         STD ERROR         0.070                  MEDIAN            0.0

MODE              4.000         STD DEV           1.048                  VARIANCE          1.099

RANGE             3.000         MINIMUM           1.000                  MAXIMUM           4.000

VALID   OBSERVATIONS -        222
MISSING OBSERVATIONS -          6
```

```
FFECTIVE DOMAIN QUESTIONNAIRE                                                           05/22/74       PAGE  182

ILE    ADD        (CREATION DATE = 05/22/74)    FILE

ARIABLE    VAR059      QUESTION 59

     CODE               DO YOU PLAY WITH AND SHOW RESPECT FOR PEOPLE WHO DO NOT LOOK LIKE YOU?
            I
       1.   ******************** (     37)  16.2 PCT
            I     NEVER
            I
            I
       2.   ************************** (     50)  21.9 PCT
            I     SOMETIMES
            I
            I
       3.   ************* (     23)  10.1 PCT
            I     USUALLY
            I
            I
       4.   ********************************************************** (    113)  49.6 PCT
            I     ALWAYS
            I
            I
       0.   **** (      5)   2.2 PCT
 (MISSING)  I
            I
            I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
            0        20        40        60        80       100       120       140       160       180       200
            FREQUENCY

TATISTICS..

EAN             2.951            STD ERROR        0.079            MEDIAN          0.0
ODE             4.000            STD DEV          1.183            VARIANCE        1.398
ANGE            3.000            MINIMUM          1.000            MAXIMUM         4.000

ALID    OBSERVATIONS -        223
ISSING OBSERVATIONS -           5
```

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                    05/22/74        PAGE  183

FILE   ADW       (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR060      QUESTION 60

      CODE              DOES THE WEATHER HELP YOU DETERMINE WHAT YOU WILL WEAR TO SCHOOL?
             I
        1.   *************** (    29)  12.7 PCT
             I    NEVER
             I
             I
        2.   **************** (    31)  13.6 PCT
             I    SOMETIMES
             I
             I
        3.   ******** (    16)   7.0 PCT
             I    USUALLY
             I
             I
        4.   ********************************************************************* (   138)  60.5 PCT
             I    ALWAYS
             I
             I
        0.   ******* (    14)   6.1 PCT
  (MISSING)  I
             I
             I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
             0        20        40        60        80       100       120       140       160       180       200
             FREQUENCY

STATISTICS..

MEAN             3.229            STD ERROR        0.078                 MEDIAN          0.0
MODE             4.000            STD DEV          1.134                 VARIANCE        1.285
RANGE            3.000            MINIMUM          1.000                 MAXIMUM         4.000

VALID   OBSERVATIONS -      214
MISSING OBSERVATIONS -       14
```

BEST COPY AVAILABLE

```
FILE   ADQ       (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR001       QUESTION 01
                        DO YOU TRY TO TAKE CARE OF YOUR HEALTH (EAT GOOD FOOD,
       CODE             GET ENOUGH SLEEP, DRESS PROPERLY?
              I
         1.   ****** (     10)   4.4 PCT
              I    NEVER
              I
              I
         2.   ************ (     22)   9.6 PCT
              I    SOMETIMES
              I
              I
         3.   ********** (     17)   7.5 PCT
              I    USUALLY
              I
              I
         4.   ************************************************************************************ (    165)  72.4 PCT
              I    ALWAYS
              I
              I
         0.   ******** (     14)   6.1 PCT
   (MISSING)  I
              I
              I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
              0        20        40        60        80       100       120       140       160       180       200
              FREQUENCY

STATISTICS..

MEAN             3.575          STD ERROR       0.059          MEDIAN          0.0
MODE             4.000          STD DEV         0.857          VARIANCE        0.734
RANGE            3.000          MINIMUM         1.000          MAXIMUM         4.000

VALID   OBSERVATIONS -      214
MISSING OBSERVATIONS -       14
```

```
RIABLE   VAR062      QUESTION 62
                     HOW OFTEN DO YOU TAKE CARE OF A PET OR A SPECIAL PLANT
   CODE              OR GARDEN AT HOME?
              I
     1.       ******************* (     35)  15.4 PCT
              I     NEVER
              I
              I
     2.       ************ (     22)   9.6 PCT
              I     ONCE A MONTH
              I
              I
     3.       ****************** (     33)  14.5 PCT
              I     ONCE A WEEK
              I
              I
     4.       ******************************************************************* (     125)  54.8 PCT
              I     DAILY
              I
              I
     0.       ******** (     13)   5.7 PCT
(MISSING)     I
              I
              I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
              0        20        40        60        80       100       120       140       160       180       200
              FREQUENCY

ATISTICS..

EAN             3.155              STD ERROR       0.078              MEDIAN          0.0

ODE             4.000              STD DEV         1.148              VARIANCE        1.317

ANGE            3.000              MINIMUM         1.000              MAXIMUM         4.000

ALID   OBSERVATIONS -        215
ISSING OBSERVATIONS -         13
```

```
AFFECTIVE DOMAIN QUESTIONNAIRE

FILE   ADQ      (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR063      QUESTION 63

     CODE            DO YOU HAVE DIFFICULTY UNDERSTANDING ADULTS WHEN THEY TALK TO YOU?
              I
        1.    ************** (    27)  11.8 PCT
              I    NEVER
              I
              I
        2.    *************************** (    53)  23.2 PCT
              I    SOMETIMES
              I
              I
        3.    *************** (    29)  12.7 PCT
              I    USUALLY
              I
              I
        4.    ***************************************************** (   105)  46.1 PCT
              I    ALWAYS
              I
              I
        0.    ******* (    14)   6.1 PCT
   (MISSING)  I
              I
              I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
              0        20        40        60        80       100       120       140       160       180       200
              FREQUENCY

STATISTICS..

MEAN            2.991          STD ERROR        0.076            MEDIAN          3.431
MODE            4.000          STD DEV          1.117            VARIANCE        1.249
RANGE           3.000          MINIMUM          1.000            MAXIMUM         4.000

VALID   OBSERVATIONS -      214
MISSING OBSERVATIONS -       14
```

BEST COPY AVAILABLE

```
LE    ADU      (CREATION DATE = 05/22/74)    FILE

IABLE   VAR064      QUESTION 64

   CODE              DO YOU USE SLANG WHEN TALKING WITH YOUR FRIENDS?
            I
      1.    ************************************************** (    50)  21.9 PCT
            I    NEVER
            I
            I
      2.    ****************************************************** (    54)  23.7 PCT
            I    SOMETIMES
            I
            I
      3.    *********************** (    23)  10.1 PCT
            I    USUALLY
            I
            I
      4.    ***************************************************************************************** (    89)  39.0 PCT
            I    ALWAYS
            I
            I
      0.    ************ (    12)   5.3 PCT
ISSING)     I
            I
            I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
            0        10        20        30        40        50        60        70        80        90       100
            FREQUENCY

TISTICS..

N               2.699               STD ERROR        0.083               MEDIAN           2.674
E               4.000               STD DEV          1.227               VARIANCE         1.504
GE              3.000               MINIMUM          1.000               MAXIMUM          4.000

ID    OBSERVATIONS -        216
SING OBSERVATIONS -         12
```

```
DOMAIN QUESTIONNAIRE
 FILE   ADG      (CREATION DATE = 05/22/74)   FILE                                05/22/74        PAGE  188
 VARIABLE   VAR065       QUESTION 65
     CODE                HOW OFTEN DO YOU PLAY WORD GAMES (SCRABBLE,
               I         CROSS-WORD PUZZLES ETC.)?
          1.   ********************** (     43)  18.9 PCT
               I     NEVER
               I
               I
          2.   ********** (     19)   8.3 PCT
               I     ONCE A MONTH
               I
               I
          3.   ************************* (     49)  21.5 PCT
               I     ONCE A WEEK
               I
               I
          4.   **************************************************** (   104)  45.6 PCT
               I     DAILY
               I
               I
          0.   ******* (     13)   5.7 PCT
   (MISSING)   I
               I
               I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
               0        20        40        60        80       100       120       140       160       180       200
                 FREQUENCY
 STATISTICS..
 MEAN              2.995
 MODE              4.000            STD ERROR          0.080                    MEDIAN              3.429
 RANGE             3.000            STD DEV            1.174                    VARIANCE            1.378
                                    MINIMUM            1.000                    MAXIMUM             4.000
 VALID   OBSERVATIONS -          215
 MISSING OBSERVATIONS -           13
```

BEST COPY AVAILABLE

RESPONSES TO ADQ
INTERMEDIATE/UPPER

```
FILE     ADU          (CREATION DATE = 05/22/74)    FILE
 VARIABLE    VAR001        QUESTION 1
       CODE                  THE PUPILS ENJOY THEIR SCHOOLWORK
                    I
          1.        ***********  (     54)  10.1 PCT
                    I     STRONGLY DISAGREE
                    I
                    I
          2.        ****************************  (    140)  26.1 PCT
                    I     DISAGREE
                    I
                    I
          3.        ****************************************************  (    261)  48.6 PCT
                    I     AGREE
                    I
                    I
          4.        ***************  (     76)  14.2 PCT
                    I     STRONGLY AGREE
                    I
                    I
          0.        ** (      6)   1.1 PCT
    (MISSING)       I
                    I
                    I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                    0        50       100       150       200       250       300       350       400       450       500
                    FREQUENCY

  STATISTICS..

  MEAN            2.676          STD ERROR       0.037          MEDIAN          2.774
  MODE            3.000          STD DEV         0.843          VARIANCE        0.710
  RANGE           3.000          MINIMUM         1.000          MAXIMUM         4.000

  VALID   OBSERVATIONS -       531
  MISSING OBSERVATIONS -         6
```

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                      05/22/74        PAGE   59

FILE   ADQ      (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR002     QUESTION 2

      CODE             CHILDREN ARE ALWAYS FIGHTING WITH EACH OTHER.
                  I
           1.     ******************************** (    62)  11.5 PCT
                  I    STRONGLY DISAGREE
                  I
                  I
           2.     ********************************************************************** (   138)  25.7 PCT
                  I    DISAGREE
                  I
                  I
           3.     ***************************************************************************************** (   175)  32.6 PCT
                  I    AGREE
                  I
                  I
           4.     ******************************************************************************** (   157)  29.2 PCT
                  I    STRONGLY AGREE
                  I
                  I
           0.     **** (     5)  0.9 PCT
    (MISSING)     I
                  I
                  I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                  0        20        40        60        80       100       120       140       160       180       200
                  FREQUENCY

STATISTICS..

MEAN             2.803           STD ERROR        0.043           MEDIAN           2.877

MODE             3.000           STD DEV          0.992           VARIANCE         0.984

RANGE            3.000           MINIMUM          1.000           MAXIMUM          4.000

VALID   OBSERVATIONS -        532
MISSING OBSERVATIONS -          5
```

BEST COPY AVAILABLE

```
FILE   ADG      (CREATION DATE = 05/22/74)  FILE
VARIABLE  VAR003   QUESTION 3

    CODE            EVERYONE KNOWS WHAT THE CLASS IS GOING TO DO.
             I
        1.   ***************** (    86)  16.0 PCT
             I    STRONGLY DISAGREE
             I
             I
        2.   *************************************************** (   255)  47.5 PCT
             I    DISAGREE
             I
             I
        3.   ************************* (   126)  23.5 PCT
             I    AGREE
             I
             I
        4.   ************* (    63)  11.7 PCT
             I    STRONGLY AGREE
             I
             I
        0.   ** (     7)   1.3 PCT
  (MISSING)  I
             I
             I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
             0        50        100       150       200       250       300       350       400       450       500
             FREQUENCY

STATISTICS..

MEAN          2.313          STD ERROR       0.038          MEDIAN         2.202
MODE          2.000          STD DEV         0.883          VARIANCE       0.779
RANGE         3.000          MINIMUM         1.000          MAXIMUM        4.000

VALID   OBSERVATIONS -         530
MISSING OBSERVATIONS -           7
```

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                          05/22/74        PAGE   61

FILE   ADD       (CREATION DATE = 05/22/74)    FILE

VARIABLE   VAR004     QUESTION 4

   CODE                 SOME PUPILS ALWAYS WANT TO BE FIRST.
                 I
          1.     ****** (     25)   4.7 PCT
                 I    STRONGLY DISAGREE
                 I
                 I
          2.     ************* (     56)  10.4 PCT
                 I    DISAGREE
                 I
                 I
          3.     ***************************************************** (    219)  40.8 PCT
                 I    AGREE
                 I
                 I
          4.     ******************************************************** (    233)  43.4 PCT
                 I    STRONGLY AGREE
                 I
                 I
          0.     ** (      4)   0.7 PCT
   (MISSING)     I
                 I
                 I...........I...........I...........I...........I...........I...........I...........I...........I...........I...........I
                 0          50          100         150         200         250         300         350         400         450         500
                 FREQUENCY

STATISTICS..

MEAN              3.238            STD ERROR       0.036                MEDIAN          3.347

MODE              4.000            STD DEV         0.821                VARIANCE        0.674

RANGE             3.000            MINIMUM         1.000                MAXIMUM         4.000

VALID   OBSERVATIONS -      533
MISSING OBSERVATIONS -        4
```

BEST COPY AVAILABLE

```
FILE   ADU       (CREATION DATE = 05/22/74)    FILE

VARIABLE   VAR005      QUESTION 5
      CODE                MANY PUPILS DO NOT KNOW HOW TO DO THEIR SCHOOLWORK.
                   I
          1.  *********** (     51)   9.5 PCT
                   I     STRONGLY DISAGREE
                   I
                   I
          2.  *************************** (    133)  24.8 PCT
                   I     DISAGREE
                   I
                   I
          3.  *************************************************** (    255)  47.5 PCT
                   I     AGREE
                   I
                   I
          4.  ****************** (     92)  17.1 PCT
                   I     STRONGLY AGREE
                   I
                   I
          0.  ** (      6)   1.1 PCT
    (MISSING)  I
                   I
                   I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                   0        50       100       150       200       250       300       350       400       450       500
                   FREQUENCY

STATISTICS..

MEAN             2.731          STD ERROR        0.037              MEDIAN           2.820

MODE             3.000          STD DEV          0.858              VARIANCE         0.737

RANGE            3.000          MINIMUM          1.000              MAXIMUM          4.000

VALID   OBSERVATIONS -       531
MISSING OBSERVATIONS -         6
```

```
AFFECTIVE DOMAIN QUESTIONNAIRE
FILE   AD4        (CREATION DATE = 05/22/74)   FILE                                        05/22/74        PAGE  63
VARIABLE   VAR006      QUESTION 6
      CODE             ALL THE CHILDREN HAVE CLOSE FRIENDS IN THE CLASS.
               I
          1.   ***** (      22)   4.1 PCT
               I     STRONGLY DISAGREE
               I
               I
          2.   **************** (      77)  14.3 PCT
               I     DISAGREE
               I
               I
          3.   ***************************************** (    201)  37.4 PCT
               I     AGREE
               I
               I
          4.   *********************************************** (    234)  43.6 PCT
               I     STRONGLY AGREE
               I
               I
          0.   ** (      3)   0.6 PCT
   (MISSING)   I
               I
               I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
               0        50       100       150       200       250       300       350       400       450       500
               FREQUENCY

STATISTICS..
MEAN              3.212          STD ERROR        0.036          MEDIAN          3.336
MODE              4.000          STD DEV          0.839          VARIANCE        0.704
RANGE             3.000          MINIMUM          1.000          MAXIMUM         4.000
VALID   OBSERVATIONS -      534
MISSING OBSERVATIONS -        3
```

BEST COPY AVAILABLE

```
FILE   ADO      (CREATION DATE = 05/22/74)   FILE

---VARIABLE   VARQ07     QUESTION 7

      CODE              MOST OF THE CHILDREN IN THE CLASS ENJOY SCHOOL.
             I
       1.    ***************** (    76)  14.5 PCT
             I    STRONGLY DISAGREE
             I
             I
       2.    ************************ (   110)  21.6 PCT
             I    DISAGREE
             I
             I
       3.    ****************************************************** (   268)  49.9 PCT
             I    AGREE
             I
             I
       4.    **************** (    71)  13.2 PCT
             I    STRONGLY AGREE
             I
             I
       0.    ** (     4)   0.7 PCT
   (MISSING) I
             I
             I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
             0        50       100       150       200       250       300       350       400       450       500
             FREQUENCY

 STATISTICS..

 MEAN           2.623          STD ERROR      0.039          MEDIAN         2.771

 MODE           3.000          STD DEV        0.892          VARIANCE       0.795

 RANGE          3.000          MINIMUM        1.000          MAXIMUM        4.000

 VALID  OBSERVATIONS -      533
 MISSING OBSERVATIONS -       4
```

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                05/22/74        PAGE   65

FILE   AUU      (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR008      QUESTION 8

   CODE             SOME PUPILS HATE THE OTHERS.
              I
         1.   ************** (    67)  12.5 PCT
              I    STRONGLY DISAGREE
              I
              I
         2.   ************************ (   117)  21.8 PCT
              I    DISAGREE
              I
              I
         3.   ***************************************** (   207)  38.5 PCT
              I    AGREE
              I
              I
         4.   **************************** (   140)  26.1 PCT
              I    STRONGLY AGREE
              I
              I
         0.   ** (     6)   1.1 PCT
   (MISSING)  I
              I
              I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
              0        50       100       150       200       250       300       350       400       450       500
              FREQUENCY

STATISTICS..

MEAN           2.791           STD ERROR       0.042                MEDIAN          2.894

MODE           3.000           STD DEV         0.973                VARIANCE        0.947

RANGE          3.000           MINIMUM         1.000                MAXIMUM         4.000

VALID   OBSERVATIONS -        531
MISSING OBSERVATIONS -          6
```

BEST COPY AVAILABLE

```
FILE   ADD      (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR009     QUESTION 9

   CODE              SOMETIMES PUPILS DO NOT KNOW WHAT TO DO.
                I
        1.      ****** (     25)   4.7 PCT
                I     STRONGLY DISAGREE
                I
                I
        2.      ***************** (     80)  14.9 PCT
                I     DISAGREE
                I
                I
        3.      **************************************************************** (    315)  58.7 PCT
                I     AGREE
                I
                I
        4.      ************************ (    113)  21.0 PCT
                I     STRONGLY AGREE
                I
                I
        0.      ** (      4)   0.7 PCT
     (MISSING)  I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        50       100       150       200       250       300       350       400       450       500
                FREQUENCY

STATISTICS..

MEAN            2.968              STD ERROR        0.032              MEDIAN           3.013

MODE            3.000              STD DEV          0.741              VARIANCE         0.550

RANGE           3.000              MINIMUM          1.000              MAXIMUM          4.000

VALID   OBSERVATIONS -        533
MISSING OBSERVATIONS -          4
```

BEST COPY AVAILABLE

```
FILE   ADQ      (CREATION DATE = 05/22/74)    FILE

VARIABLE   VAR010      QUESTION 10

      CODE             THE PUPILS WANT TO KNOW WHO GOT THE BEST MARK ON A TEST.
                I
        1.      ***** (     22)   4.1 PCT
                I    STRONGLY DISAGREE
                I
                I
        2.      ********* (     41)   7.6 PCT
                I    DISAGREE
                I
                I
        3.      **************************************** (    199)  37.1 PCT
                I    AGREE
                I
                I
        4.      ****************************************************** (    270)  50.3 PCT
                I    STRONGLY AGREE
                I
                I
        0.      ** (      5)   0.9 PCT
    (MISSING)   I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        50       100       150       200       250       300       350       400       450       500
                FREQUENCY

STATISTICS..

MEAN            3.348          STD ERROR       0.034          MEDIAN          0.0

MODE            4.000          STD DEV         0.794          VARIANCE        0.630

RANGE           3.000          MINIMUM         1.000          MAXIMUM         4.000

VALID   OBSERVATIONS -      532
MISSING OBSERVATIONS -        5
```

```
FILE   ADQ       (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR011      QUESTION 11

      CODE                 CHILDREN OFTEN SAY THAT SCHOOL IS HARD.
                    I
         1.   ********** (     45)   8.4 PCT
                    I     STRONGLY DISAGREE
                    I
                    I
         2.   ********************** (    108)  20.1 PCT
                    I     DISAGREE
                    I
                    I
         3.   ************************************************** (   249)  46.4 PCT
                    I     AGREE
                    I
                    I
         4.   ************************** (    131)  24.4 PCT
                    I     STRONGLY AGREE
                    I
                    I
         0.   ** (      4)   0.7 PCT
    (MISSING)   I
                    I
                    I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                    0        50       100       150       200       250       300       350       400       450       500
                    FREQUENCY

STATISTICS..

MEAN           2.874            STD ERROR        0.038                MEDIAN          2.956

MODE           3.000            STD DEV          0.879                VARIANCE        0.772

RANGE          3.000            MINIMUM          1.000                MAXIMUM         4.000

VALID    OBSERVATIONS -        533
MISSING  OBSERVATIONS -          4
```

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                              05/22/74        PAGE   69

FILE   AUQ       (CREATION DATE = 05/22/74)    FILE

VARIABLE   VAR012      QUESTION 12

      CODE              ALL OF THE CHILDREN LIKE EACH OTHER.
                  I
         1.       ************************* (     124)  23.1 PCT
                  I     STRONGLY DISAGREE
                  I
                  I
         2.       ************************************************** (    248)  46.2 PCT
                  I     DISAGREE
                  I
                  I
         3.       *********************** (     117)  21.8 PCT
                  I     AGREE
                  I
                  I
         4.       ********* (     45)   8.4 PCT
                  I     STRONGLY AGREE
                  I
                  I
         0.       ** (      3)   0.6 PCT
     (MISSING)    I
                  I
                  I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                  0        50       100       150       200       250       300       350       400       450       500
                  FREQUENCY

STATISTICS..

MEAN              2.155            STD ERROR        0.038            MEDIAN          2.077

MODE              2.000            STD DEV          0.675            VARIANCE        0.766

RANGE             3.000            MINIMUM          1.000            MAXIMUM         4.000

VALID   OBSERVATIONS -        534
MISSING OBSERVATIONS -          3
```

BEST COPY AVAILABLE

```
FILE   ADQ      (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR013     QUESTION 13

     CODE             MOST PUPILS ARE PLEASED WITH THE CLASS.
               I
        1.     ********** (    44)   8.2 PCT
               I    STRONGLY DISAGREE
               I
               I
        2.     ************************ (   117)  21.8 PCT
               I    DISAGREE
               I
               I
        3.     ************************************************************ (   293)  54.6 PCT
               I    AGREE
               I
               I
        4.     **************** (    74)  13.8 PCT
               I    STRONGLY AGREE
               I
               I
        0.     *** (     9)   1.7 PCT
   (MISSING)   I
               I
               I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
               0        50       100       150       200       250       300       350       400       450       500
               FREQUENCY

STATISTICS..

MEAN             2.752           STD ERROR        0.035           MEDIAN           2.852

MODE             3.000           STD DEV          0.797           VARIANCE         0.635

RANGE            3.000           MINIMUM          1.000           MAXIMUM          4.000

VALID   OBSERVATIONS -       528.
MISSING OBSERVATIONS -         9
```

BEST COPY AVAILABLE

```
FILE   ADQ      (CREATION DATE = 05/22/74)  FILE

VARIABLE   VAR014     QUESTION 14
      CODE            SOMETIMES PUPILS IN THE CLASS DISAGREE.
            I
        1.  ************ (    53)   9.9 PCT
            I    STRONGLY DISAGREE
            I
            I
        2.  ************** (    64)  11.9 PCT
            I    DISAGREE
            I
            I
        3.  ************************************************************ (   295)  54.9 PCT
            I    AGREE
            I
            I
        4.  ************************** (   123)  22.9 PCT
            I    STRONGLY AGREE
            I
            I
        0.  * (     2)   0.4 PCT
 (MISSING)  I
            I
            I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
            0        50       100       150       200       250       300       350       400       450       500
            FREQUENCY

STATISTICS..

MEAN             2.912                  STD ERROR        0.037                  MEDIAN           3.010

MODE             3.000                  STD DEV          0.860                  VARIANCE         0.739

RANGE            3.000                  MINIMUM          1.000                  MAXIMUM          4.000

VALID   OBSERVATIONS -          535
MISSING OBSERVATIONS -            2
```

```
FILE    ADU       (CREATION DATE = 05/22/74)  FILE

VARIABLE   VAR015      QUESTION 15

      CODE                   SOME PUPILS DON'T KNOW WHAT THEY HAVE TO DO.
                I
          1.    ********* (    39)   7.3 PCT
                I    STRONGLY DISAGREE
                I
                I
          2.    ********************** (   105)  19.6 PCT
                I    DISAGREE
                I
                I
          3.    ************************************************************ (   294)   54.7 PCT
                I    AGREE
                I
                I
          4.    ******************** (    96)  17.9 PCT
                I    STRONGLY AGREE
                I
                I
          0.    ** (     3)   0.6 PCT
     (MISSING)  I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        50        100       150       200       250       300       350       400       450       500
                FREQUENCY

STATISTICS..

MEAN            2.837          STD ERROR        0.035          MEDIAN           2.918

MODE            3.000          STD DEV          0.802          VARIANCE         0.643

RANGE           3.000          MINIMUM          1.000          MAXIMUM          4.000

VALID    OBSERVATIONS -      534
MISSING  OBSERVATIONS -        3
```

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE
FILE   ADQ      (CREATION DATE = 05/22/74)   FILE                                          05/22/74        PAGE   73
VARIABLE   VAR016      QUESTION 16
      CODE               SOME PUPILS ALWAYS WANT TO DO BEST IN CLASS.
                 I
          1.     **** (     17)    3.2 PCT
                 I     STRONGLY DISAGREE
                 I
                 I
          2.     ****** (     23)    4.3 PCT
                 I     DISAGREE
                 I
                 I
          3.     ***************************************** (    205) , 38.2 PCT
                 I     AGREE
                 I
                 I
          4.     ********************************************************** (    289)  53.8 PCT
                 I     STRONGLY AGREE
                 I
                 I
          0.     ** (      3)    0.6 PCT
   (MISSING)     I
                 I
                 I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                 0        50       100       150       200       250       300       350       400       450       500
                 FREQUENCY

STATISTICS..

MEAN          3.434          STD ERROR        0.031          MEDIAN          0.0
MODE          4.000          STD DEV          0.724          VARIANCE        0.524
RANGE         3.000          MINIMUM          1.000          MAXIMUM         4.000

VALID   OBSERVATIONS -       534
MISSING OBSERVATIONS -         3
```

BEST COPY AVAILABLE

```
FILE   ADU      (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR017     QUESTION 17

     CODE              ALL THE CHILDREN UNDERSTAND THEIR WORK.
           I
      1.   ******************* (    84)  15.6 PCT
           I    STRONGLY DISAGREE
           I
           I
      2.   ******************************************************************* (   302)  56.2 PCT
           I    DISAGREE
           I
           I
      3.   ************************** (   113)  21.0 PCT
           I    AGREE
           I
           I
      4.   ********* (    34)   6.3 PCT
           I    STRONGLY AGREE
           I
           I
      0.   ** (     4)   0.7 PCT
  (MISSING)I
           I
           I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
           0        50       100       150       200       250       300       350       400       450       500
           FREQUENCY

STATISTICS..

MEAN          2.182            STD ERROR       0.033              MEDIAN          2.104
MODE          2.000            STD DEV         0.770              VARIANCE        0.593
RANGE         3.000            MINIMUM         1.000              MAXIMUM         4.000

VALID   OBSERVATIONS -        533.
MISSING OBSERVATIONS -          4
```

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                         05/22/74        PAGE   75

FILE   ADO      (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR018      QUESTION 18
     CODE             MANY CHILDREN IN THE CLASS PLAY TOGETHER AFTER SCHOOL.
                I
        1.      **** (     17)   3.2 PCT
                I    STRONGLY DISAGREE
                I
                I
        2.      *********** (     53)   9.9 PCT
                I    DISAGREE
                I
                I
        3.      ************************************************************** (   308)  57.4 PCT
                I    AGREE
                I
                I
        4.      ******************************* (   152)  28.3 PCT
                I    STRONGLY AGREE
                I
                I
        0.      ** (      7)   1.3 PCT
     (MISSING)  I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        50       100       150       200       250       300       350       400       450       500
                FREQUENCY

STATISTICS..

MEAN            3.123          STD ERROR        0.031          MEDIAN          3.133

MODE            3.000          STD DEV          0.708          VARIANCE        0.501

RANGE           3.000          MINIMUM          1.000          MAXIMUM         4.000

VALID   OBSERVATIONS -        530
MISSING OBSERVATIONS -          7
```

BEST COPY AVAILABLE

371

```
FILE   ADD      (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR019     QUESTION 19
                       SOMETIMES PUPILS DON'T LIKE THE CLASS.
      CODE
                I
          1.    ************ (    56)  10.4 PCT
                I    STRONGLY DISAGREE
                I
                I
          2.    ****************** (    86)  16.0 PCT
                I    DISAGREE
                I
                I
          3.    ***************************************************** (   264)  49.2 PCT
                I    AGREE
                I
                I
          4.    ************************ (   120)  22.3 PCT
                I    STRONGLY AGREE
                I
                I
          0.    *** (    11)   2.0 PCT
     (MISSING)  I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        50        100       150       200       250       300       350       400       450       500
                FREQUENCY

STATISTICS..

MEAN             2.852           STD ERROR        0.039           MEDIAN           2.958
MODE             3.000           STD DEV          0.893           VARIANCE         0.797
RANGE            3.000           MINIMUM          1.000           MAXIMUM          4.000

VALID   OBSERVATIONS -       526
MISSING OBSERVATIONS -        11
```

BEST COPY AVAILABLE

372

```
FILE   ADO       (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR020      QUESTION 20

      CODE               SOME PUPILS DON'T LIKE OTHER PUPILS.
                I
          1.    ********** (     46)   8.6 PCT
                I    STRONGLY DISAGREE
                I
                I
          2.    *************** (    68)  12.7 PCT
                I    DISAGREE
                I
                I
          3.    ********************************************************** (   282)  52.5 PCT
                I    AGREE
                I
                I
          4.    **************************** (   132)  24.6 PCT
                I    STRONGLY AGREE
                I
                I
          0.    *** (      9)   1.7 PCT
   (MISSING)    I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        50        100       150       200       250       300       350       400       450       500
                FREQUENCY

STATISTICS..

MEAN              2.947           STD ERROR       0.037              MEDIAN          3.032
MODE              3.000           STD DEV         0.852              VARIANCE        0.726
RANGE             3.000           MINIMUM         1.000              MAXIMUM         4.000

VALID   OBSERVATIONS -        528
MISSING OBSERVATIONS -          9
```

```
FILE   ADG      (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR021    QUESTION 21

      CODE                NOT ALL PUPILS KNOW WHAT IS COMING NEXT IN CLASS.
                I
        1.      ****** (    27)   5.0 PCT
                I     STRONGLY DISAGREE
                I
                I
        2.      **************** (    73)  13.6 PCT
                I     DISAGREE
                I
                I
        3.      *************************************************************** (   311)  57.9 PCT
                I     AGREE
                I
                I
        4.      ************************* (   122)  22.7 PCT
                I     STRONGLY AGREE
                I
                I
        0.      ** (     4)   0.7 PCT
    (MISSING)   I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        50       100       150       200       250       300       350       400       450       500
                FREQUENCY

    STATISTICS..

    MEAN           2.991          STD ERROR      0.033          MEDIAN         3.035

    MODE           3.000          STD DEV        0.755          VARIANCE       0.569

    RANGE          3.000          MINIMUM        1.000          MAXIMUM        4.000

    VALID   OBSERVATIONS -       533
    MISSING OBSERVATIONS -         4
```

BEST COPY AVAILABLE

```
FILE   ADQ      (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR022     QUESTION 22

     CODE             SOME PUPILS ALWAYS SEEM TO FINISH LAST.
                I
        1.      ******* (      28)   5.2 PCT
                I     STRONGLY DISAGREE
                I
                I
        2.      ******************* (      86)  16.0 PCT
                I     DISAGREE
                I
                I
        3.      ************************************************************* (     299)  55.7 PCT
                I     AGREE
                I
                I
        4.      ************************* (     120)  22.3 PCT
                I     STRONGLY AGREE
                I
                I
        0.      ** (       4)   0.7 PCT
    (MISSING)   I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        50        100       150       200       250       300       350       400       450       500
                FREQUENCY

STATISTICS..

MEAN          2.959          STD ERROR       0.033          MEDIAN         3.010
MODE          3.000          STD DEV         0.772          VARIANCE       0.596
RANGE         3.000          MINIMUM         1.000          MAXIMUM        4.000

VALID   OBSERVATIONS -       533
MISSING OBSERVATIONS -         4
```

```
FILE    ADU        (CREATION DATE = 05/22/74)   FILE
VARIABLE    VAR023        QUESTION 23
     CODE                     CHILDREN OFTEN FIND THEIR WORK HARD.
                I
          1.    ******* (      30)    5.6 PCT
                I     STRONGLY DISAGREE
                I
                I
          2.    ************************ (    111)  20.7 PCT
                I     DISAGREE
                I
                I
          3.    ******************************************************** (    273)  50.8 PCT
                I     AGREE
                I
                I
          4.    ************************* (    119)  22.2 PCT
                I     STRONGLY AGREE
                I
                I
          0.    ** (       4)    0.7 PCT
  (MISSING)     I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        50        100       150       200       250       300       350       400       450       500
                FREQUENCY

STATISTICS..

MEAN          2.902          STD ERROR       0.035          MEDIAN        2.960
MODE          3.000          STD DEV         0.805          VARIANCE      0.648
RANGE         3.000          MINIMUM         1.000          MAXIMUM       4.000

VALID   OBSERVATIONS -         533
MISSING OBSERVATIONS -           4
```

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                        05/22/74        PAGE  81

FILE    ADQ       (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR024      QUESTION 24

      CODE             CHILDREN IN CLASS ARE GOOD FRIENDS.
                 I
          1.     *********** (    49)   9.1 PCT
                 I     STRONGLY DISAGREE
                 I
                 I
          2.     ****************************** (   144)  26.8 PCT
                 I     DISAGREE
                 I
                 I
          3.     *********************************************** ( . 234)  43.6 PCT
                 I     AGREE
                 I
                 I
          4.     ********************** (   106)  19.7 PCT
                 I     STRONGLY AGREE
                 I
                 I
          0.     ** (     4)   0.7 PCT
     (MISSING)   I
                 I
                 I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                 0        50       100       150       200       250       300       350       400       450       500
                 FREQUENCY

STATISTICS..

MEAN            2.745          STD ERROR       0.038          MEDIAN          2.814

MODE            3.000          STD DEV         0.879          VARIANCE        0.773

RANGE           3.000          MINIMUM         1.000          MAXIMUM         4.000

VALID   OBSERVATIONS -       533
MISSING OBSERVATIONS -         4
```

BEST COPY AVAILABLE

```
              (CREATION DATE = 05/22/74)   FILE
    VARIABLE   VAR025      QUESTION 25

         CODE               MOST CHILDREN LIKE SCHOOL THIS YEAR.
                 I
             1.  ************* (     61)  11.4 PCT
                 I    STRONGLY DISAGREE
                 I
                 I
             2.  ************************* (    122)  22.7 PCT
                 I    DISAGREE
                 I
                 I
             3.  *************************************************** (    251)  46.7 PCT
                 I    AGREE
                 I
                 I
             4.  ******************** (     97)  18.1 PCT
                 I    STRONGLY AGREE
                 I
                 I
             0.  ** (      6)   1.1 PCT
    (MISSING)    I
                 I
                 I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                 0        50       100       150       200       250       300       350       400       450       500
                 FREQUENCY

    STATISTICS..

    MEAN           2.723       STD ERROR       0.039           MEDIAN        2.829
    MODE           3.000       STD DEV         0.893           VARIANCE      0.797
    RANGE          3.000       MINIMUM         1.000           MAXIMUM       4.000

    VALID   OBSERVATIONS -        531
    MISSING OBSERVATIONS -          6
```

BEST COPY AVAILABLE

```
FILE   ADQ       (CREATION DATE = 05/22/74)    FILE

 VARIABLE   VAR026      QUESTION 26
       CODE              SOME PUPILS ARE NOT FRIENDLY TO OTHER PUPILS.
                I
          1.    ********* (     40)    7.4 PCT
                I     STRONGLY DISAGREE
                I
                I
          2.    **************** (     76)  14.2 PCT
                I     DISAGREE
                I
                I
          3.    ***************************************************** (   262)   48.8 PCT
                I     AGREE
                I
                I
          4.    ******************************* (    154)   28.7 PCT
                I     STRONGLY AGREE
                I
                I
          0.    ** (      5)    0.9 PCT
     (MISSING)  I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        50       100       150       200       250       300       350       400       450       500
                FREQUENCY

  STATISTICS..

  MEAN            2.996          STD ERROR        0.037                 MEDIAN          3.073
  MODE            3.000          STD DEV          0.857                 VARIANCE        0.734
  RANGE           3.000          MINIMUM          1.000                 MAXIMUM         4.000

  VALID   OBSERVATIONS -         532
  MISSING OBSERVATIONS -           5
```

```
FILE   AUG       (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR027      QUESTION 27

      CODE                CHILDREN KNOW WHAT WORK THEY HAVE TO DO.
                 I
        1.       ***** (     22)   4.1 PCT
                 I    STRONGLY DISAGREE
                 I
                 I
        2.       ******************************* (   155)  28.9 PCT
                 I    DISAGREE
                 I
                 I
        3.       *************************************************** (   254)  47.3 PCT
                 I    AGREE
                 I
                 I
        4.       ********************* (   103)  19.2 PCT
                 I    STRONGLY AGREE
                 I
                 I
        0.       ** (      3)   0.6 PCT
    (MISSING)    I
                 I
                 I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                 0        50        100       150       200       250       300       350       400       450       500
                 FREQUENCY

STATISTICS..

MEAN             2.820              STD ERROR        0.034              MEDIAN           2.854
MODE             3.000              STD DEV          0.785              VARIANCE         0.617
RANGE            3.000              MINIMUM          1.000              MAXIMUM          4.000

VALID   OBSERVATIONS -       534
MISSING OBSERVATIONS -         3
```

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                         05/22/74        PAGE   85

FILE   ALG       (CREATION DATE = 05/22/74)    FILE

VARIABLE   VAR028     QUESTION 28

      CODE                 SOME PUPILS ALWAYS DO BETTER THAN THE REST OF THE CLASS.
                  I
          1.      ***** (     19)    3.5 PCT
                  I     STRONGLY DISAGREE
                  I
                  I
          2.      ********** (     44)    8.2 PCT
                  I     DISAGREE
                  I
                  I
          3.      ******************************************************** (    277)  51.6 PCT
                  I     AGREE
                  I
                  I
          4.      *************************************** (    193)  35.9 PCT
                  I     STRONGLY AGREE
                  I
                  I
          0.      ** (      4)    0.7 PCT
   (MISSING)      I
                  I
                  I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                  0        50       100       150       200       250       300       350       400       450       500
                  FREQUENCY

STATISTICS..

MEAN               3.208            STD ERROR          0.032            MEDIAN             3.235
MODE               3.000            STD DEV            0.738            VARIANCE           0.545
RANGE              3.000            MINIMUM            1.000            MAXIMUM            4.000

VALID   OBSERVATIONS -        533
MISSING OBSERVATIONS -          4
```

```
FILE   ADG      (CREATION DATE = 05/22/74)   FILE
 VARIABLE   VAR029     QUESTION 29
         CODE            ONLY THE SMART PUPILS CAN DO THEIR WORK.
                 I
             1.  ********************************************************************************************** (   167)  34.8 PCT
                 I    STRONGLY DISAGREE
                 I
                 I
             2.  *********************************************************************************************** (   189)  35.2 PCT
                 I    DISAGREE
                 I
                 I
             3.  **************************************** (    80)  14.9 PCT
                 I    AGREE
                 I
                 I
             4.  *************************************** (    77)  14.3 PCT
                 I    STRONGLY AGREE
                 I
                 I
             0.  *** (     4)   0.7 PCT
        (MISSING) I
                 I
                 I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                 0        20        40        60        80       100       120       140       160       180       200
                 FREQUENCY

STATISTICS..

MEAN          2.088         STD ERROR      0.045          MEDIAN       1.921
MODE          2.000         STD DEV        1.036          VARIANCE     1.073
RANGE         3.000         MINIMUM        1.000          MAXIMUM      4.000

VALID   OBSERVATIONS -          533
MISSING OBSERVATIONS -            4
```

```
FILE   ADQ      (CREATION DATE = 05/22/74)   FILE
VARIABLE   VAR030  -  QUESTION 30

    CODE           CHILDREN HAVE SECRETS WITH OTHER CHILDREN IN THE CLASS.
                I
          1.   *** (    12)   2.2 PCT
                I    STRONGLY DISAGREE
                I
                I
          2.   ********** (    43)   8.0 PCT
                I    DISAGREE
                I
                I
          3.   ********************************************************* (   282)  52.5 PCT
                I    AGREE
                I
                I
          4.   **************************************** (   196)  36.5 PCT
                I    STRONGLY AGREE
                I
                I
          0.   ** (     4)   0.7 PCT
     (MISSING)  I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        50       100       150       200       250       300       350       400       450       500
                FREQUENCY

STATISTICS..

MEAN             3.242          STD ERROR        0.030          MEDIAN           3.250
MODE             3.000          STD DEV          0.693          VARIANCE         0.481
RANGE            3.000          MINIMUM          1.000          MAXIMUM          4.000

VALID   OBSERVATIONS -        533
MISSING OBSERVATIONS -          4
```

```
FILE    ADU       (CREATION DATE = 05/22/74)    FILE

VARIABLE    VAR031       QUESTION 31
                         MOST CHILDREN LIKE THE CLASS.
      CODE
                I
          1.    ******* (     31)   5.8 PCT
                I     STRONGLY DISAGREE
                I
                I
          2.    ********************* (    102)  19.0 PCT
                I     DISAGREE
                I
                I
          3.    ***************************************************************** (    324)  60.3 PCT
                I     AGREE
                I
                I
          4.    *************** (     73)  13.6 PCT
                I     STRONGLY AGREE
                I
                I
          0.    ** (      7)   1.3 PCT
     (MISSING)  I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        50        100       150       200       250       300       350       400       450       500
                FREQUENCY

STATISTICS..

MEAN               2.828          STD ERROR        0.032          MEDIAN          2.907
MODE               3.000          STD DEV          0.732          VARIANCE        0.536
RANGE              3.000          MINIMUM          1.000          MAXIMUM         4.000

VALID   OBSERVATIONS -        530
MISSING OBSERVATIONS -          7
```

```
FILE    ADQ       (CREATION DATE = 05/22/74)    FILE

---- VARIABLE    VAR032       QUESTION 32
       CODE                   CHILDREN DON'T ALWAYS AGREE.
                 I
         1.      ***** (     22)   4.1 PCT
                 I    STRONGLY DISAGREE
                 I
                 I
         2.      *************** (     71)  13.2 PCT
                 I    DISAGREE
                 I
                 I
         3.      *********************************************************** (   295)  54.9 PCT
                 I    AGREE
                 I
                 I
         4.      ***************************** (   143)  26.6 PCT
                 I    STRONGLY AGREE
                 I
                 I
         0.      ** (      6)   1.1 PCT
   (MISSING)     I
                 I
                 I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                 0        50       100       150       200       250       300       350       400       450       500
                 FREQUENCY

STATISTICS..

MEAN             3.053           STD ERROR        0.033           MEDIAN           3.085
MODE             3.000           STD DEV          0.753           VARIANCE         0.567
RANGE            3.000           MINIMUM          1.000           MAXIMUM          4.000

VALID   OBSERVATIONS -       531
MISSING OBSERVATIONS -         6
```

```
FILE   AUG      (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR033      QUESTION 33

      CODE                MOST PUPILS KNOW WHAT THE LESSON IS ABOUT.
                I
         1.     ***** (     21)   3.9 PCT
                I     STRONGLY DISAGREE
                I
                I
         2.     ****************** (     86)  16.0 PCT
                I     DISAGREE
                I
                I
         3.     ****************************************************************** (    326)  60.7 PCT
                I     AGREE
                I
                I
         4.     ********************* (     99)  18.4 PCT
                I     STRONGLY AGREE
                I
                I
         0.     ** (      5)   0.9 PCT
   (MISSING)    I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        50       100       150       200       250       300       350       400       450       500
                FREQUENCY

STATISTICS..

MEAN            2.945             STD ERROR        0.031               MEDIAN          2.988

MODE            3.000             STD DEV          0.710               VARIANCE        0.504

RANGE           3.000             MINIMUM          1.000               MAXIMUM         4.000

VALID   OBSERVATIONS -       532
MISSING OBSERVATIONS -         5
```

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                05/22/74      PAGE   91

FILE   ADQ      (CREATION DATE = 05/22/74)    FILE

----VARIABLE   VAR034      QUESTION 34

      CODE                 SOME PUPILS ALWAYS TRY TO DO THEIR WORK BETTER THAN
                I          THE OTHERS.
         1.   **** (     15)    2.8 PCT
                I     STRONGLY DISAGREE
                I
                I
         2.   ************ (     56)  10.4 PCT
                I     DISAGREE
                I
                I
         3.   ************************************************** (   250)  46.6 PCT
                I     AGREE
                I
                I
         4.   ****************************************** (   209)  38.9 PCT
                I     STRONGLY AGREE
                I
                I
         0.   ** (      7)    1.3 PCT
     (MISSING)  I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        50       100       150       200       250       300       350       400       450       500
                FREQUENCY

----STATISTICS..

    MEAN          3.232          STD ERROR      0.033          MEDIAN        3.276

    MODE          3.000          STD DEV        0.749          VARIANCE      0.560

----RANGE         3.000          MINIMUM        1.000          MAXIMUM       4.000

    VALID   OBSERVATIONS -       530
----MISSING OBSERVATIONS -         7
```

```
FILE   ADQ      (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR035     QUESTION 35

      CODE                SCHOOLWORK IS HARD TO DO.
                  I
          1.      ************************ (   119)  22.2 PCT
                  I    STRONGLY DISAGREE
                  I
                  I
          2.      ***************************************************** (   262)  48.8 PCT
                  I    DISAGREE
                  I
                  I
          3.      ********************* (   101)  18.8 PCT
                  I    AGREE
                  I
                  I
          4.      *********** (    49)   9.1 PCT
                  I    STRONGLY AGREE
                  I
                  I
          0.      ** (     6)   1.1 PCT
    (MISSING)     I
                  I
                  I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                  0        50       100       150       200       250       300       350       400       450       500
                  FREQUENCY

STATISTICS..

MEAN            2.151          STD ERROR      0.038          MEDIAN        2.059
MODE            2.000          STD DEV        0.873          VARIANCE      0.762
RANGE           3.000          MINIMUM        1.000          MAXIMUM       4.000

VALID    OBSERVATIONS -        531
MISSING  OBSERVATIONS -          6
```

358

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                                  05/22/74        PAGE   93

FILE    ADQ        (CREATION DATE = 05/22/74)    FILE

VARIABLE    VAR036        QUESTION 36

      CODE                    SOME PUPILS ARE NOT GOOD FRIENDS WITH OTHER PUPILS.
                 I
          1.     ******* (      30)    5.6 PCT
                 I    STRONGLY DISAGREE
                 I
                 I
          2.     *************** (      69)   12.8 PCT
                 I    DISAGREE
                 I
                 I
          3.     ************************************************************ (    297)   55.3 PCT
                 I    AGREE
                 I
                 I
          4.     **************************** (    134)   25.0 PCT
                 I    STRONGLY AGREE
                 I
                 I
          0.     ** (      7)    1.3 PCT
   (MISSING)     I
                 I
                 I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                 0        50       100       150       200       250       300       350       400       450       500
                 FREQUENCY

STATISTICS..

MEAN              3.009          STD ERROR        0.034             MEDIAN           3.059

MODE              3.000          STD DEV          0.781             VARIANCE         0.610

RANGE             3.000          MINIMUM          1.000             MAXIMUM          4.000

VALID    OBSERVATIONS -        530
MISSING OBSERVATIONS -           7
```

```
FILE    ADU        (CREATION DATE = 05/22/74)   FILE

VARIABLE    VAR037      QUESTION 37

       CODE             THE CLASS IS FUN.
                I
          1.    *********** (     47)   8.8 PCT
                I     STRONGLY DISAGREE
                I
                I
          2.    ******************** (     93)  17.3 PCT
                I     DISAGREE
                I
                I
          3.    ******************************************************* (    272)  50.7 PCT
                I     AGREE
                I
                I
          4.    ************************* (    118)  22.0 PCT
                I     STRONGLY AGREE
                I
                I
          0.    ** (      7)   1.3 PCT
   (MISSING)    I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        50       100       150       200       250       300       350       400       450       500
                FREQUENCY

STATISTICS..

MEAN             2.870              STD ERROR        0.037               MEDIAN           2.960

MODE             3.000              STD DEV          0.859               VARIANCE         0.737

RANGE            3.000              MINIMUM          1.000               MAXIMUM          4.000

VALID   OBSERVATIONS -       530
MISSING OBSERVATIONS -         7
```

BEST COPY AVAILABLE

390

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                  05/22/74        PAGE   95

FILE   ADQ       (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR038      QUESTION 38

      CODE              SOME CHILDREN DON'T LIKE OTHER CHILDREN.
                I
         1.     ******** (     36)    6.7 PCT
                I    STRONGLY DISAGREE
                I
                I
         2.     ************** (     65)   12.1 PCT
                I    DISAGREE
                I
                I
         3.     ************************************************************** (   312)   58.1 PCT
                I    AGREE
                I
                I
         4.     ************************ (    113)   21.0 PCT
                I    STRONGLY AGREE
                I
                I
         0.     *** (     11)    2.0 PCT
   (MISSING)    I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        50       100       150       200       250       300       350       400       450       500
                FREQUENCY

STATISTICS..

MEAN            2.954            STD ERROR       0.034            MEDIAN          3.019

MODE            3.000            STD DEV         0.782            VARIANCE        0.611

RANGE           3.000            MINIMUM         1.000            MAXIMUM         4.000

VALID   OBSERVATIONS -       526
MISSING OBSERVATIONS -        11
```

```
FILE   ADU       (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR039      QUESTION 39

     CODE               PUPILS ARE SOMETIMES NOT SURE WHAT THEY MUST DO.
                I
       1.  ***** (     20)   3.7 PCT
                I    STRONGLY DISAGREE
                I
                I
       2.  *************** (     73)  13.6 PCT
                I    DISAGREE
                I
                I
       3.  ****************************************************************** (    326)  60.7 PCT
                I    AGREE
                I
                I
       4.  ******************** (     96)  17.9 PCT
                I    STRONGLY AGREE
                I
                I
       0.  ***** (     22)   4.1 PCT
   (MISSING)    I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        50       100       150       200       250       300       350       400       450       500
                FREQUENCY

STATISTICS..

MEAN              2.967            STD ERROR        0.031            MEDIAN           3.005

MODE              3.000            STD DEV          0.695            VARIANCE         0.483

RANGE             3.000            MINIMUM          1.000            MAXIMUM          4.000

VALID   OBSERVATIONS -        515.
MISSING OBSERVATIONS -         22
```

BEST COPY AVAILABLE

```
FILE   ADQ       (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR040       QUESTION 40

     CODE                   PUPILS ALWAYS TRY TO GET THE BEST MARK ON A TEST.
              I
        1.    **** (     15)   2.8 PCT
              I    STRONGLY DISAGREE
              I
              I
        2.    *********** (     49)   9.1 PCT
              I    DISAGREE
              I
              I
        3.    **************************************** (    197)  36.7 PCT
              I    AGREE
              I
              I
        4.    ***************************************************** (    263)  49.0 PCT
              I    STRONGLY AGREE
              I
              I
        0.    **** (     13)   2.4 PCT
   (MISSING)  I
              I
              I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
              0        50       100       150       200       250       300       350       400       450       500
              FREQUENCY

STATISTICS..

MEAN            3.351            STD ERROR        0.033            MEDIAN           0.0

MODE            4.000            STD DEV          0.767            VARIANCE         0.588

RANGE           3.000            MINIMUM          1.000            MAXIMUM          4.000

VALID   OBSERVATIONS -      524
MISSING OBSERVATIONS -       13
```

```
FILE   ADQ       (CREATION DATE = 05/22/74)    FILE

VARIABLE    VAR041       QUESTION 41
                    MOST PUPILS KNOW HOW TO DO THEIR SCHOOLWORK.
      CODE
              I
        1.    **** (     13)    2.4 PCT
              I    STRONGLY DISAGREE
              I
              I
        2.    ********** (     44)    8.2 PCT
              I    DISAGREE
              I
              I
        3.    *********************************************************************** (   354)  65.9 PCT
              I    AGREE
              I
              I
        4.    ************************* (   121)  22.5 PCT
              I    STRONGLY AGREE
              I
              I
        0.    ** (      5)    0.9 PCT
  (MISSING)   I
              I
              I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
              0        50       100       150       200       250       300       350       400       450       500
              FREQUENCY

STATISTICS..
MEAN           3.096         STD ERROR       0.027        MEDIAN          3.090
MODE           3.000         STD DEV         0.632        VARIANCE        0.399
RANGE          3.000         MINIMUM         1.000        MAXIMUM         4.000

VALID   OBSERVATIONS -         532
MISSING OBSERVATIONS -           5
```

```
FILE   ADD       (CREATION DATE = 05/22/74)   FILE

---- VARIABLE   VAR042      QUESTION 42

       CODE                ALL OF THE CHILDREN KNOW EACH OTHER WELL.
                I
          1.    ****** (     23)   4.3 PCT
                I     STRONGLY DISAGREE
                I
                I
          2.    ********************* (    103)  19.2 PCT
                I     DISAGREE
                I
                I
          3.    ************************************************ (   237)  44.1 PCT
                I     AGREE
                I
                I
          4.    ********************************** (   169)  31.5 PCT
                I     STRONGLY AGREE
                I
                I
          0.    ** (      5)   0.9 PCT
     (MISSING)  I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        50       100       150       200       250       300       350       400       450       500
                FREQUENCY

  STATISTICS..

  MEAN             3.038              STD ERROR        0.036              MEDIAN           3.091

  MODE             3.000              STD DEV          0.827              VARIANCE         0.684

  RANGE            3.000              MINIMUM          1.000              MAXIMUM          4.000

  VALID   OBSERVATIONS -        532.
  MISSING OBSERVATIONS -          5
```

```
FILE   ADU      (CREATION DATE = 05/22/74)    FILE

VARIABLE   VAR043      QUESTION 43

      CODE               MOST OF THE PUPILS LIKE THEIR CLASS.
               I
          1.   ******* (     32)    6.0 PCT
               I    STRONGLY DISAGREE
               I
               I
          2.   ********************* (    104)  19.4 PCT
               I    DISAGREE
               I
               I
          3.   ************************************************************** (    307)  57.2 PCT
               I    AGREE
               I
               I
          4.   ****************** (     88)  16.4 PCT
               I    STRONGLY AGREE
               I
               I
          0.   ** (      6)    1.1 PCT
     (MISSING) I
               I
               I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
               0        50       100       150       200       250       300       350       400       450       500
               FREQUENCY

STATISTICS..

MEAN              2.849              STD ERROR        0.033                  MEDIAN          2.922

MODE              3.000              STD DEV          0.762                  VARIANCE        0.581

RANGE             3.000              MINIMUM          1.000                  MAXIMUM         4.000

VALID   OBSERVATIONS -          531
MISSING OBSERVATIONS -            6
```

BEST COPY AVAILABLE

BEST COPY AVAILABLE

```
FILE   AUG        (CREATION DATE = 05/22/74)   FILE

VARIABLE    VAR044       QUESTION 44

       CODE              CERTAIN PUPILS ALWAYS WANT TO HAVE THEIR OWN WAY.
                  I
          1.      ******** (     36)   6.7 PCT
                  I    STRONGLY DISAGREE
                  I
                  I
          2.      ************** (     65)  12.1 PCT
                  I    DISAGREE
                  I
                  I
          3.      ****************************************** (    208)  38.7 PCT
                  I    AGREE
                  I
                  I
          4.      ********************************************* (    223)  41.5 PCT
                  I    STRONGLY AGREE
                  I
                  I
          0.      ** (      5)   0.9 PCT
      (MISSING)   I
                  I
                  I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                  0        50       100       150       200       250       300       350       400       450       500
                  FREQUENCY

STATISTICS..

MEAN           3.162              STD ERROR        0.038                MEDIAN          3.253
MODE           4.000              STD DEV          0.887                VARIANCE        0.787
RANGE          3.000              MINIMUM          1.000                MAXIMUM         4.000

VALID   OBSERVATIONS -       532
MISSING OBSERVATIONS -         5
```

```
FILE   NOW      (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR045     QUESTION 45

      CODE              THE CLASS ALWAYS KNOWS WHAT WORK IT MUST DO.
                 I
          1.     *********** (     52)   9.7 PCT
                 I     STRONGLY DISAGREE
                 I
                 I
          2.     **************************************** (    198)  36.9 PCT
                 I     DISAGREE
                 I
                 I
          3.     ****************************************** (    208). 38.7 PCT
                 I     AGREE
                 I
                 I
          4.     *************** (     71)  13.2 PCT
                 I     STRONGLY AGREE
                 I
                 I
          0.     *** (      8)   1.5 PCT
     (MISSING)   I
                 I
                 I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                 0        50        100       150       200       250       300       350       400       450       500
                 FREQUENCY

STATISTICS..

MEAN           2.563          STD ERROR      0.037                  MEDIAN        2.570

MODE           3.000          STD DEV        0.844                  VARIANCE      0.712

RANGE          3.000          MINIMUM        1.000                  MAXIMUM       4.000

VALID   OBSERVATIONS -       529
MISSING OBSERVATIONS -         8
```

```
FILE   ADW       (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR046      QUESTION 46
                       HOW OFTEN DO YOU READ SOMETHING JUST FOR FUN (MAGAZINES,
     CODE              BOOKS, NEWSPAPERS, COMIC BOOKS)?
                I
           1.   ********* (     41)   7.6 PCT
                I    NEVER
                I
                I
           2.   *********** (     48)   8.9 PCT
                I    ONCE A MONTH
                I
                I
           3.   **************************** (    134)  25.0 PCT
                I    ONCE A WEEK
                I
                I
           4.   *************************************************************** (    308)  57.4 PCT
                I    DAILY
                I
                I
           0.   ** (      6)   1.1 PCT
   (MISSING)    I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        50        100       150       200       250       300       350       400       450       500
                FREQUENCY

STATISTICS..

MEAN          3.335             STD ERROR      0.040             MEDIAN       0.0
MODE          4.000             STD DEV        0.932             VARIANCE     0.869
RANGE         3.000             MINIMUM        1.000             MAXIMUM      4.000

VALID    OBSERVATIONS -       531
MISSING  OBSERVATIONS -         6
```

BEST COPY AVAILABLE

```
FILE   NOQ        (CREATION DATE = 05/22/74)    FILE

VARIABLE   VAR047      QUESTION 47

      CODE              DO YOU USE REFERENCE BOOKS WHEN YOU ARE LOOKING FOR FURTHER INFORMATION (DICTIONARY, ENCYCLOPEDIA)?
                I
          1.    ** (       7)   1.3 PCT
                I     NEVER
                I
                I
          2.    ************************************************* (    238)  44.3 PCT
                I     SOMETIMES
                I
                I
          3.    ***************************** (    142)  26.4 PCT
                I     USUALLY
                I
                I
          4.    ***************************** (    141)  26.3 PCT
                I     ALWAYS
                I
                I
          0.    *** (       9)   1.7 PCT
     (MISSING)  I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        50        100       150       200       250       300       350       400       450       500
                FREQUENCY

STATISTICS..

MEAN              2.790              STD ERROR        0.037              MEDIAN           2.634
MODE              2.000              STD DEV          0.853              VARIANCE         0.728
RANGE             3.000              MINIMUM          1.000              MAXIMUM          4.000

VALID   OBSERVATIONS -        528
MISSING OBSERVATIONS -          9
```

```
AFFECTIVE DOMAIN QUESTIONNAIRE
FILE   NDQ      (CREATION DATE = 05/22/74)   FILE                                   05/22/74          PAGE  105
VARIABLE   VAR046      QUESTION 46
    CODE                DO YOU READ DIRECTIONS OR INSTRUCTIONS BEFORE ASSEMBLING AN OBJECT OR
                        BEGINNING A NEW TASK?
             I
        1.   ******* (     28)   5.2 PCT
             I    NEVER
             I
             I
        2.   ********************* (    106)   19.7 PCT
             I    SOMETIMES
             I
             I
        3.   ************************* (    124)   23.1 PCT
             I    USUALLY
             I
             I
        4.   ******************************************************* (    273)   50.8 PCT
             I    ALWAYS
             I
             I
        0.   ** (      6)   1.1 PCT
    (MISSING)I
             I
             I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
             0        50        100       150       200       250       300       350       400       450       500
             FREQUENCY

STATISTICS..
MEAN          3.209          STD ERROR       0.041          MEDIAN          0.0
MODE          4.000          STD DEV         0.939          VARIANCE        0.883
RANGE         3.000          MINIMUM         1.000          MAXIMUM         4.000

VALID   OBSERVATIONS -      531
MISSING OBSERVATIONS -        6
```

BEST COPY AVAILABLE

```
FILE   ADG        (CREATION DATE = 05/22/74)    FILE

VARIABLE   VAR049      QUESTION 49

     CODE              ARE YOU ABLE TO KEEP ACCOUNT OF YOUR WEEKLY ALLOWANCE.
                I
          1.    ************** (    55)  10.2 PCT
                I    NEVER
                I
                I
          2.    ******************************* (   122)  22.7 PCT
                I    SOMETIMES
                I
                I
          3.    ************************* (   100)  18.6 PCT
                I    USUALLY
                I
                I
          4.    ************************************************************* (   245)  45.6 PCT
                I    ALWAYS
                I
                I
          0.    **** (    15)   2.8 PCT
     (MISSING)  I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        50       100       150       200       250       300       350       400       450       500
                FREQUENCY

STATISTICS..

MEAN           3.025            STD ERROR      0.046                 MEDIAN         3.340

MODE           4.000            STD DEV        1.061                 VARIANCE       1.126

RANGE          3.000            MINIMUM        1.000                 MAXIMUM        4.000

VALID   OBSERVATIONS -       522
MISSING OBSERVATIONS -        15
```

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                   05/22/74        PAGE  107

FILE   ADQ       (CREATION DATE = 05/22/74)    FILE

VARIABLE    VAR050      QUESTION 50
                        HOW OFTEN DO YOU FIGURE OUT THE COST OF PURCHASES ALONG WITH THE STORE
     CODE               CLERK AND KNOW IF YOU RECEIVED THE CORRECT CHANGE?
              I
        1.    ****** (     26)   4.8 PCT
              I    NEVER
              I
              I
        2.    *********************** (    112)  20.9 PCT
              I    SOMETIMES
              I
              I
        3.    ************************** (    130)  24.2 PCT
              I    USUALLY
              I
              I
        4.    ***************************************************** (    261)  48.6 PCT
              I    ALWAYS
              I
              I
        0.    *** (      8)   1.5 PCT
    (MISSING) I
              I
              I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
              0        50       100       150       200       250       300       350       400       450       500
              FREQUENCY

    STATISTICS..

    MEAN            3.183           STD ERROR       0.041           MEDIAN          3.473

    MODE            4.000           STD DEV         0.933           VARIANCE        0.870

    RANGE           3.000           MINIMUM         1.000           MAXIMUM         4.000

    VALID   OBSERVATIONS -       529
    MISSING OBSERVATIONS -         8
```

```
FILE   ADQ       (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR051      QUESTION 51
                       HOW OFTEN ARE YOU ABLE TO SCHEDULE YOUR TIME FOR YOUR ACTIVITIES
       CODE            (SCOUT MEETING, PIANO LESSONS, SPORTS PRACTICE)?
                I
          1.    ********************************************** (    90)  16.8 PCT
                I    NEVER
                I
                I
          2.    ********************************************************************* (   136)  25.3 PCT
                I    SOMETIMES
                I
                I
          3.    ************************************************************************* (   143)  26.6 PCT
                I    USUALLY
                I
                I
          4.    ********************************************************************************** (   161)  30.0 PCT
                I    ALWAYS
                I
                I
          0.    ***** (     7)   1.3 PCT
    (MISSING)   I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        20        40        60        80       100       120       140       160       180       200
                FREQUENCY

STATISTICS..

MEAN          2.708           STD ERROR       0.047           MEDIAN          2.773
MODE          4.000           STD DEV         1.075           VARIANCE        1.156
RANGE         3.000           MINIMUM         1.000           MAXIMUM         4.000

VALID   OBSERVATIONS -        530
MISSING OBSERVATIONS -          7
```

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                                    05/22/74        PAGE 109

FILE   ADQ       (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR052       QUESTION 52
                        HOW OFTEN DO YOU PERFORM ACTIVITIES AT HOME WHICH REQUIRE THE USE OF NUMBERS
      CODE              (READING RECIPES, BUILDING MODELS, PLAYING GAMES)?
                I
        1.      ************ (    53)   9.9 PCT
                I    NEVER
                I
                I
        2.      ************** (    67)  12.5 PCT
                I    ONCE A MONTH
                I
                I
        3.      ******************************** (   155)  28.9 PCT
                I    ONCE A WEEK
                I
                I
        4.      **************************************************** (   256)  47.7 PCT
                I    DAILY
                I
                I
        0.      ** (     6)   1.1 PCT
   (MISSING)    I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        50       100       150       200       250       300       350       400       450       500
                FREQUENCY

STATISTICS..

MEAN           3.156           STD ERROR        0.043                MEDIAN          3.439

MODE           4.000           STD DEV          0.992                VARIANCE        0.985

RANGE          3.000           MINIMUM          1.000                MAXIMUM         4.000

VALID   OBSERVATIONS -       531
MISSING OBSERVATIONS -         6
```

```
FILE   ADQ        (CREATION DATE = 05/22/74)    FILE
 VARIABLE   VAR053      QUESTION 53
                        ARE YOU ABLE TO DECIDE WHAT PROCESS TO USE TO SOLVE WORD PROBLEMS?
      CODE
                 I
            1.   **** (     16)    3.0 PCT
                 I     NEVER
                 I
                 I
            2.   ********************************** (    170)   31.7 PCT
                 I     SOMETIMES
                 I
                 I
            3.   ************************************************* (    242)   45.1 PCT
                 I     USUALLY
                 I
                 I
            4.   ******************** (     98)   18.2 PCT
                 I     ALWAYS
                 I
                 I
            0.   *** (     11)    2.0 PCT
      (MISSING)  I
                 I
                 I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                 0        50        100       150       200       250       300       350       400       450       500
                 FREQUENCY

 STATISTICS..

 MEAN          2.802         STD ERROR       0.034         MEDIAN          2.818
 MODE          3.000         STD DEV         0.770         VARIANCE        0.593
 RANGE         3.000         MINIMUM         1.000         MAXIMUM         4.000

 VALID   OBSERVATIONS -        526
 MISSING OBSERVATIONS -         11
```

```
FILE   ADQ      (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR054      QUESTION 54
                       DO YOU FOLLOW STREET DIRECTIONS INDEPENDENTLY (OBSERVING STOP SIGNS,
        CODE           CROSSING AT CORNERS, KEEPING OFF GRASS, NOT TRESPASSING)?
                I
          1.    **** (    15)   2.8 PCT
                I    NEVER
                I
                I
          2.    ************************* (   124)  23.1 PCT
                I    SOMETIMES
                I
                I
          3.    ***************************** (   141)  26.3 PCT
                I    USUALLY
                I
                I
          4.    ************************************************** (   250)  46.6 PCT
                I    ALWAYS
                I
                I
          0.    ** (     7)   1.3 PCT
   (MISSING)    I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        50       100       150       200       250       300       350       400       450       500
                FREQUENCY

STATISTICS..

MEAN            3.181          STD ERROR      0.039          MEDIAN       3.394
MODE            4.000          STD DEV        0.887          VARIANCE     0.788
RANGE           3.000          MINIMUM        1.000          MAXIMUM      4.000

VALID   OBSERVATIONS -      530
MISSING OBSERVATIONS -        7
```

BEST COPY AVAILABLE

```
FILE   ADJ      (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR055      QUESTION 55
                       DO YOU FOLLOW BASIC RULES OF CONDUCT AS SET UP BY YOUR SCHOOL (PASS WHEN
      CODE             BELLS RING, NO RUNNING IN THE HALLS)?
                I
         1.     *************** (    27)   5.0 PCT
                I    NEVER
                I
                I
         2.     ********************************************************************* (   138)  25.7 PCT
                I    SOMETIMES
                I
                I
         3.     *********************************************************************************************** (   189)  35.2 P
                I    USUALLY
                I
                I
         4.     *************************************************************************************** (   174)  32.4 PCT
                I    ALWAYS
                I
                I
         0.     ****** (     9)   1.7 PCT
   (MISSING)    I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        20        40        60        80       100       120       140       160       180       200
                FREQUENCY

STATISTICS..

MEAN            2.966          STD ERROR       0.039          MEDIAN          3.024
MODE            3.000          STD DEV         0.892          VARIANCE        0.796
RANGE           3.000          MINIMUM         1.000          MAXIMUM         4.000

VALID   OBSERVATIONS -        528
MISSING OBSERVATIONS -          9
```

BEST COPY AVAILABLE

```
FILE   AUG       (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR056      QUESTION 56

    CODE                DO YOU TAKE PRIDE IN YOUR NEIGHBORHOOD BY SHOWING RESPECT FOR PROPERTY
                  I     OF OTHERS (HOMES, STORES, LAWNS)?
         1.       ******* (     30)   5.6 PCT
                  I    NEVER
                  I
                  I
         2.       ************************ (    115)  21.4 PCT
                  I    SOMETIMES
                  I
                  I
         3.       ****************************** (    148)  27.6 PCT
                  I    USUALLY
                  I
                  I
         4.       ************************************************ (    238)  44.3 PCT
                  I    ALWAYS
                  I
                  I
         0.       ** (      6)   1.1 PCT
      (MISSING)   I
                  I
                  I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                  0        50       100       150       200       250       300       350       400       450       500
                  FREQUENCY

STATISTICS..

MEAN            3.119            STD ERROR        0.041            MEDIAN          3.314

MODE            4.000            STD DEV          0.937            VARIANCE        0.878

RANGE           3.000            MINIMUM          1.000            MAXIMUM         4.000

VALID   OBSERVATIONS -       531
MISSING OBSERVATIONS -         6
```

```
FILE   ADQ       (CREATION DATE = 05/22/74)   FILE

VARIABLE    VAR057      QUESTION 57

       CODE             DO YOU PLAY WITH AND RESPECT PEOPLE OF OTHER RACES AND RELIGIONS?
                 I
         1.      ******** (     36)   6.7 PCT
                 I    NEVER
                 I
                 I
         2.      ************************* (    122)  22.7 PCT
                 I    SOMETIMES
                 I
                 I
         3.      ****************************** (    148)  27.6 PCT
                 I    USUALLY
                 I
                 I
         4.      ********************************************* (    221)  41.2 PCT
                 I    ALWAYS
                 I
                 I
         0.      *** (     10)   1.9 PCT
    (MISSING)    I
                 I
                 I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                 0        50        100       150       200       250       300       350       400       450       500
                 FREQUENCY

STATISTICS..

MEAN             3.051            STD ERROR        0.042                MEDIAN           3.213

MODE             4.000            STD DEV          0.961                VARIANCE         0.923

RANGE            3.000            MINIMUM          1.000                MAXIMUM          4.000

VALID   OBSERVATIONS -        527
MISSING OBSERVATIONS -         10
```

BEST COPY AVAILABLE

```
FILE   ALQ       (CREATION DATE = 05/22/74)    FILE

VARIABLE   VAR058      QUESTION 58
                       DO YOU USE THE WEATHER AS YOUR GUIDE IN PERFORMING YOUR DAILY ACTIVITIES (DRESS CORRECTLY FOR THE WEATHER,
      CODE             PLAY GAMES THAT ARE SUITED TO THE WEATHER)?
                 I
          1.     ************** (    26)   4.8 PCT
                 I    NEVER
                 I
                 I
          2.     ********************************************************************** (   139)  25.9 PCT
                 I    SOMETIMES
                 I
                 I
          3.     *********************************************************************************** (   166)  30.9 PCT
                 I    USUALLY
                 I
                 I
          4.     ********************************************************************************************** (   188)  35.0 PC
                 I    ALWAYS
                 I
                 I
          0.     ********** (    18)   3.4 PCT
    (MISSING)    I
                 I
                 I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                 0        20        40        60        80       100       120       140       160       180       200
                 FREQUENCY

STATISTICS..

MEAN            2.994            STD ERROR        0.040            MEDIAN          3.069
MODE            4.000            STD DEV          0.912            VARIANCE        0.832
RANGE           3.000            MINIMUM          1.000            MAXIMUM         4.000

VALID    OBSERVATIONS -        519
MISSING  OBSERVATIONS -         18
```

BEST COPY AVAILABLE

```
FILE    ADU       (CREATION DATE = 05/22/74)    FILE

VARIABLE    VAR059        QUESTION 59
                          DO YOU TRY TO TAKE CARE OF YOUR HEALTH (EAT GOOD FOOD,
      CODE                GET ENOUGH SLEEP, DRESS PROPERLY)?
                I
          1.    **** (     16)   3.0 PCT
                I    NEVER
                I
                I
          2.    **************** (     79)  14.7 PCT
                I    SOMETIMES
                I
                I
          3.    *************************** (    131)  24.4 PCT
                I    USUALLY
                I
                I
          4.    ************************************************************ (    296)  55.1 PCT
                I    ALWAYS
                I
                I
          0.    **** (     15)   2.8 PCT
     (MISSING)  I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        50        100       150       200       250       300       350       400       450       500
                FREQUENCY

STATISTICS..

MEAN            3.354          STD ERROR       0.037              MEDIAN          0.0
MODE            4.000          STD DEV         0.647              VARIANCE        0.717
RANGE           3.000          MINIMUM         1.000              MAXIMUM         4.000

VALID   OBSERVATIONS -        522
MISSING OBSERVATIONS -         15
```

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE
FILE    ADD       (CREATION DATE = 05/22/74)    FILE
VARIABLE    VAR060       QUESTION 60
                         ARE YOU HELPFUL IN MAINTAINING THE BEAUTY OF YOUR SURROUNDINGS BY ASSISTING
                         WITH THE UPKEEP OF LAWNS, INDOOR PLANTS OR GARDEN?
     CODE
            I
       1.   *********************** (    46)   8.6 PCT
            I    NEVER
            I
            I
       2.   ********************************************************************************** (   164)  30.5 PCT
            I    SOMETIMES
            I
            I
       3.   ****************************************************************************** (   156)  29.1 PCT
            I    USUALLY
            I
            I
       4.   **************************************************************************** (   151)  28.1 PCT
            I    ALWAYS
            I
            I
       0.   ********** (    20)   3.7 PCT
   (MISSING) I
            I
            I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
            0        20        40        60        80       100       120       140       160       180       200
            FREQUENCY

STATISTICS..

MEAN           2.797        STD ERROR       0.042        MEDIAN          2.811
MODE           2.000        STD DEV         0.962        VARIANCE        0.926
RANGE          3.000        MINIMUM         1.000        MAXIMUM         4.000

VALID   OBSERVATIONS -      517
MISSING OBSERVATIONS -       20
```

BEST COPY AVAILABLE

```
FILE   ADG       (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR061      QUESTION 61
                       ARE YOU KIND TO ANIMALS (PUT FOOD OUT FOR BIRDS IN SNOWSTORMS,
      CODE             KEEP WATER AVAILABLE FOR YOUR PET ETC.)?
                 I
          1.     ********* (     43)   8.0 PCT
                 I    NEVER
                 I
                 I
          2.     ************************* (    124)  23.1 PCT
                 I    SOMETIMES
                 I
                 I
          3.     **************************** (    141)  26.3 PCT
                 I    USUALLY
                 I
                 I
          4.     ********************************************* (    223)  41.5 PCT
                 I    ALWAYS
                 I
                 I
          0.     ** (      6)   1.1 PCT
   (MISSING)     I
                 I
                 I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                 0        50        100       150       200       250       300       350       400       450       500
                 FREQUENCY

STATISTICS..

MEAN            3.024        STD ERROR         0.043        MEDIAN          3.199
MODE            4.000        STD DEV           0.989        VARIANCE        0.979
RANGE           3.000        MINIMUM           1.000        MAXIMUM         4.000

VALID   OBSERVATIONS -        531
MISSING OBSERVATIONS -          6
```

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                          05/22/74        PAGE 119

FILE   ADU        (CREATION DATE = 05/22/74)   FILE

VARIABLE   VAR002      QUESTION 62

   CODE                DO YOU PRACTICE GOOD SPEECH HABITS IN THE CLASSROOM?
              I
       1.     ********************************* (    65)  12.1 PCT
              I    NEVER
              I
              I
       2.     ********************************************************************************************* (   185)  34.5 PCT
              I    SOMETIMES
              I
              I
       3.     ************************************************************************************ (   168)  31.3 PCT
              I    USUALLY
              I
              I
       4.     ********************************************************* (   114)  21.2 PCT
              I    ALWAYS
              I
              I
       0.     **** (     5)   0.9 PCT
   (MISSING)  I
              I
              I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
              0        20        40        60        80       100       120       140       160       180       200
              FREQUENCY

STATISTICS..

MEAN            2.622          STD ERROR       0.041          MEDIAN          2.595
MODE            2.000          STD DEV         0.954          VARIANCE        0.910
RANGE           3.000          MINIMUM         1.000          MAXIMUM         4.000

VALID   OBSERVATIONS -       532
MISSING OBSERVATIONS -         5
```

BEST COPY AVAILABLE

```
FILE    ADD       (CREATION DATE = 05/22/74)    FILE

VARIABLE    VAR063      QUESTION 63
                              DO YOU PRACTICE GOOD SPEECH HABITS WHEN TALKING WITH YOUR
         CODE                 FRIENDS OUTSIDE OF THE CLASSROOM?
                  I
           1.     ***************************************** (    80)  14.9 PCT
                  I    NEVER
                  I
                  I
           2.     ********************************************************************************** (   162)  30.2 PCT
                  I    SOMETIMES
                  I
                  I
           3.     ******************************************************************************************** (   181)  33.7 PCT
                  I    USUALLY
                  I
                  I
           4.     ******************************************************** (   110)  20.5 PCT
                  I    ALWAYS
                  I
                  I
           0.     *** (     4)   0.7 PCT
    (MISSING)     I
                  I
                  I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                  0        20        40        60        80       100       120       140       160       180       200
                  FREQUENCY

STATISTICS..

MEAN               2.602          STD ERROR        0.042          MEDIAN           2.635
MODE               3.000          STD DEV          0.977          VARIANCE         0.954
RANGE              3.000          MINIMUM          1.000          MAXIMUM          4.000

VALID   OBSERVATIONS -        533
MISSING OBSERVATIONS -          4
```

BEST COPY AVAILABLE

```
AFFECTIVE DOMAIN QUESTIONNAIRE                                               05/22/74       PAGE 121

FILE      .OW        (CREATION DATE = 05/22/74)    FILE

VARIABLE   VAR064      QUESTION 64
                       HOW OFTEN DO YOU PLAY WORK GAMES (SCRABBLE, CROSSWORD PUZZLES ETC.)?
        CODE
                 I
             1.  ********** (     44)    8.2 PCT
                 I    NEVER
                 I
                 I
             2.  ******************** (     99)  18.4 PCT
                 I    ONCE A MONTH
                 I
                 I
             3.  ******************************** (    159)  29.6 PCT
                 I    ONCE A WEEK
                 I
                 I
             4.  ********************************************** (    230)  42.8 PCT
                 I    DAILY
                 I
                 I
             0.  ** (      5)   0.9 PCT
       (MISSING) I
                 I
                 I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                 0        50        100       150       200       250       300       350       400       450       500
                 FREQUENCY

STATISTICS..

MEAN            3.081          STD ERROR      0.042          MEDIAN        3.274
MODE            4.000          STD DEV        0.972          VARIANCE      0.944
RANGE           3.000          MINIMUM        1.000          MAXIMUM       4.000

VALID   OBSERVATIONS -       532
MISSING OBSERVATIONS -         5
```

BEST COPY AVAILABLE

```
FILE    ADU      (CREATION DATE = 05/22/74)    FILE

VARIABLE   VAR065      QUESTION 65
     CODE              DO YOU COMMUNICATE EFFECTIVELY WITH ADULTS OTHER THAN
                       TEACHERS AND PARENTS?
                I
         1.     ******* (     28)   5.2 PCT
                I     NEVER
                I
                I
         2.     ************************** (    125)  23.3 PCT
                I     SOMETIMES
                I
                I
         3.     *********************************** (    169)  31.5 PCT
                I     USUALLY
                I
                I
         4.     ****************************************** (    204)  38.0 PCT
                I     ALWAYS
                I
                I
         0.     *** (     11)   2.0 PCT
   (MISSING)    I
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        50        100       150       200       250       300       350       400       450       500
                FREQUENCY

STATISTICS..

MEAN              3.044          STD ERROR        0.040              MEDIAN          3.151

MODE              4.000          STD DEV          0.915              VARIANCE        0.838

RANGE             3.000          MINIMUM          1.000              MAXIMUM         4.000

VALID   OBSERVATIONS -         526
MISSING OBSERVATIONS -          11
```